DOCUMENT RESUME

ED 192 563 FL 011 606

AUTHOR Isaac, Elizabeth P., Ed.: Twarog, Leon I., Ed.
TITLE Proceedings of the National Conference on Individualized Instruction in Foreign Languages (1st, Columbus, Ohio, May 10-12, 1979).
INSTITUTION Ohio State Univ., Columbus. Coll of Humanities.
PUB DATE 79
NOTE 216p.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Arabic: *College Second Language Programs: French: German: Higher Education: *Individualized Instruction: Latin: Program Administration: Russian: *Second Language Instruction: Small Colleges: Spanish: Speech Skills: Teacher Education: Uncommonly Taught Languages
IDENTIFIERS Ohio State University

ABSTRACT

This conference covered the following topics: (1) individualized instruction in Arabic, French, German, Latin, Russian, and Spanish at the Ohio State University: (2) individualized instruction in the same languages at other institutions: and (3) individualized instruction in other languages. Panel discussions included individualized instruction at small institutions, developing oral proficiency in an individualized setting, a roundtable discussion for administrators of individualized programs, and training teachers for individualized instruction. (JB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED192563

# *PROCEEDINGS OF*
# THE FIRST NATIONAL CONFERENCE
# *ON*
# INDIVIDUALIZED INSTRUCTION
# *IN*
# FOREIGN LANGUAGES
# *MAY 10 - 12, 1979*

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
OSU College of Humanities
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

*Sponsored by*
*The College of Humanities*
*The Ohio State University*

FL011606

Leon I. Twarog, Director

Project in Individualized Instruction

*EDITED BY ELIZABETH P. ISAAC AND LEON I. TWAROG*

Copyright © 1979 by the College of Humanities
The Ohio State University

## ABOUT THE CONFERENCE

Individualized instruction is a term that has many different meanings and many widely varying manifestations. It includes concepts and approaches that have emerged from the efforts of our colleagues throughout the teaching profession, at all levels of education, from kindergarten through college and in post-graduate training. As a pedagogical approach, individualized instruction is still evolving, and will probably continue to incorporate and synthesize elements from a vast range of possibilities.

In January 1976, the National Endowment for the Humanities awarded the College of Humanities of The Ohio State University a major grant to develop and implement a system of individualized instruction at the elementary level in six foreign languages: Arabic, French, German, Latin, Russian and Spanish. Endowment support extended until December 31, 1979. Through its Departments, the College of Humanities provided matching funds to make this experiment possible.

In order to share the results of our research with the rest of the profession, the College of Humanities sponsored the first National Conference on Individualized Instruction in Foreign Languages in May, 1979. Foreign Language teachers at the post-secondary level throughout the country were invited to visit The Ohio State University, observe the programs in operation, and examine the curricular materials. Conferees from schools other than The Ohio State University numbered 150. They represented a total of 119 institutions from 34 states, plus the District of Columbia.

The conference served as a forum for discussing not only the individualized language programs at The Ohio State University, but also the individualized language programs that have been developed at other colleges and universities. Generally speaking, the programs at institutions other than The Ohio State University have come about through the commitment and energy of one or two persons within a department. Apart from The Ohio State University, no other institution has had the resources to create programs and materials of such magnitude. This volume is intended to make generally available detailed information about the programs at The Ohio State University as well as representative programs from other post-secondary institutions.



*Cover designed by Nancy Brown*

CONTENTS


| | | |
|---|---|---|
| Session I | Opening Remarks: Diether H. Haenicke | p. 1 |
| | Overview and Background: Leon I. Twarog | p. 3 |
| Session II | Individualized Instruction at The Ohio State University | p. 13 |
| | Arabic: Frederic J. Cadora<br>Nazih Daher | p. 13 |
| | French: Martha M. Pereszlenyi | p. 19 |
| | German: Loring Ivanick, Michael Swisher, Arthur Krumsee, Heimtraut Taylor, Sue Lancaster, Edward Weintraut, Stanley Nuehring | p. 39 |
| | Latin: Douglas N. Lacey | p. 47 |
| | Russian: Dolores Brzycki<br>Anelya Rugaleva | p. 61 |
| | Spanish: Kathleen Cox<br>Alix Ingber | p. 69 |
| Session III | Individualized Instruction in Arabic, French, German, Latin, Russian and Spanish at Institutions other than The Ohio State University | p. 83 |
| | Arabic: Roger Allen<br>University of Pennsylvania | p. 83 |
| | French: Colette Avril<br>Augusta College | p. 87 |
| | Sue Huseman<br>Illinois Wesleyan University | p. 91 |
| | Virginia Ori<br>University of Notre Dame | p. 95 |
| | James Zemboy<br>Grand Rapids Junior College | p. 99 |
| | German: Katrin Bean<br>Vanderbilt University | p. 105 |
| | Bonnie Beckett<br>Illinois Wesleyan University | p. 111 |
| | Herman U. Teichert<br>Western Michigan University | p. 115 |




4

| | | | |
|---|---|---|---|
| | Latin: | Gerald Culley<br>University of Delaware | p. 121 |
| | | Grundy Steiner<br>Northwestern University | p. 125 |
| | Russian: | Olga Astromoff<br>University of California at Berkeley | p. 131 |
| | | William MacBain<br>University of Maryland | p. 135 |
| | | Rodney Patterson<br>Barbara L. McKenney<br>State University of New York at Albany | p. 141 |
| | Spanish: | Mary Loud<br>Youngstown State University | p. 149 |
| | | Carole Deering Paul<br>Illinois Wesleyan University | p. 155 |
| | | Fabián A. Samaniego<br>University of California at Davis | p. 161 |
| Session IV | | Individualized Instruction in Languages other than Arabic, French, German, Latin, Russian and Spanish | p. 165 |
| | | Daniel Grossberg<br>Hebrew<br>State University of New York at Albany | p. 165 |
| | | C. Cleland Harris<br>Foreign Service Institute<br>Department of State | p. 169 |
| | | William MacBain<br>University of Maryland | p. 173 |
| | | David Olney<br>Defense Language Institute | p. 179 |
| Session V | | Panels | |
| | A. | Individualized Instruction at Small Institutions | p. 187 |
| | | Clare B. Gray<br>North Florida Junior College | p. 187 |
| | | Carole Deering Paul<br>Illinois Wesleyan University | p. 190 |
| | | Catherine Porter<br>State University of New York at Cortland | p. 193 |

B. Developing Oral Proficiency in an Individualized Setting — p. 197

Bonnie A. Beckett
Illinois Wesleyan University — p. 197

Guessler Normand
University of Toledo — p. 199

Fabián A. Samaniego
University of California at Davis — p. 202

C. A Roundtable Discussion for Administrators of Individualized Programs — p. 207

Sue Huseman
Illinois Wesleyan University

Martha M. Pereszlenyi
The Ohio State University

John W. Shumaker
State University of New York at Albany

E. Garrison Walters
The Ohio State University

D. Training Teachers for Individualized Instruction — p. 211

Edward Allen
The Ohio State University

Gerard L. Ervin
The Ohio State University

T. Bruce Fryer
University of South Carolina

Dale L. Lange
University of Minnesota

Session VI Closing Remarks: Leon I. Twarog — p. 215

List of Conferees from The Ohio State University — p. 219

List of Conferees from Institutions other than The Ohio State University — p. 221

SESSION I

HISTORY OF INDIVIDUALIZED INSTRUCTION IN FOREIGN LANGUAGES
AT THE OHIO STATE UNIVERSITY

THURSDAY, MAY 10, 1979
1:00 - 2:30

LEON I. TWAROG, PRESIDING
DIRECTOR, PROJECT IN INDIVIDUALIZED INSTRUCTION

*Diether H. Haenicke, Dean*
*College of Humanities, The Ohio State University*

*Opening Remarks*

Welcome to the first National Conference on Individualized Instruction in Foreign Languages at The Ohio State University. I am delighted that so many of you could come to Columbus for this very important occasion. Please know that I share your concern about the problems of teaching foreign languages in this day of declining enrollments and continuing challenges to the existence of a language requirement.

While most of us are or have been language teachers, there are also many administrators and professors of literature participating in the conference. I am pleased to have just the right forum for a conference of this sort.

As a profession, we can ill afford the hiatus that has traditionally separated the "language people" from the "literature people." These are not two separate areas. Rather, they are complementary parts of a humanistic discipline that develops the mind's critical, conceptual and analytical capacity.

Through concerted action, through sharing information about new developments in the teaching/learning process, we all play a part in improving the quality of language instruction.

During the conference, you will learn more about the grant from the National Endowment for the Humanities that has made these programs and this meeting possible. The grant preceded my arrival at The Ohio State University by almost three years, and I too am still learning about it. I can say, though, that this award has had an enormous impact upon the way language is learned here, and I hope that impact will spread. The grant has given us the financial resources to develop individualized curricula in six foreign languages. It has served as a catalyst in strengthening partnerships among departments and administrative offices. The individualized programs have raised the possibility of attracting new groups of students to foreign languages.

The grant carries with it the provision that our research and materials be disseminated to the widest possible audience. Your participation is an important phase of that dissemination. Your insights, reactions and observations will be extremely valuable as we try to achieve national visibility for our efforts.

Many of you have created individualized programs and materials without benefit of the tremendous resources available here. The purpose of this conference is for all of us to learn from one another's experience, in the hope that we can bring renewed energy and vitality to our chosen profession. Thank you for attending.

SESSION I, CONTINUED

*Address by Leon I. Twarog*

*Overview and Background*

*Abstract*

*A background of the proposal funded by the National Endowment for the Humanities is given. Its goal was to develop and implement individualized curricula at the elementary level in Arabic, French, German, Latin, Russian and Spanish. These programs are self-paced, competency-based, and offer a system of variable credit. Some choice of goals and learning activities is permitted. The selection and development of the curricular materials, the pilot phases and full implementation are described. Major issues yet to be resolved are motivation and program evaluation. The overview includes details of the learning centers and their operation, staffing, and enrollments.*

*Full Text*

I would like to thank Dean Haenicke for his remarks, and add my own welcome. We look forward to a stimulating and productive conference, and I am delighted at the response from the profession.

This afternoon, from 2:30 to 4:30, you will have a chance to learn in detail about the individualized programs that we have developed here. The Coordinators and staff of each program will make a full presentation, and will be available to chat with you informally and answer your questions. During this opening session, I would like to explain the origins of these programs, the grant which has made their development possible, and my hopes for the conference.

History of the Individualized Programs at Ohio State

Let me say at the outset that The Ohio State University did not invent individualized instruction. The concept had been realized effectively in many programs at other colleges and universities, and in a variety of disciplines several years before our University (and more specifically the College of Humanities) became interested in it.

In 1971, the Dean of the College of Humanities appointed a special committee to review foreign language instruction at this University. As you no doubt recall, the early '70s brought much criticism of the language requirement. Students wanted courses that were "relevant," and foreign languages were not considered to be in that category. Even some of our colleagues in other areas of the arts and sciences supported the movement to abandon the language requirement. The College and the University held firm, however, and the requirement still stands today. But it was clear that the time had come to re-examine our methods of teaching, and the goals of foreign language instruction generally.

The committee made several recommendations to the Dean, intended to bring new vigor to foreign language instruction: 1) To provide greater flexibility at the basic level (101 through 104, Elementary and Intermediate) in course content and program structure; 2) To incorporate new educational ideas in teaching; 3) To provide different tracks, beginning in the third quarter. Tracking might be offered in areas such as conversation, science, international business or law, political or social theory, art, history, etc. 4) The committee also recommended that during the 4th quarter of instruction students be permitted to explore certain areas in greater depth, relying on texts in the foreign language, and linking language study with another area such as political thought, contemporary culture, or scientific developments.

The committee's report brought about a major curricular overhaul. Tracking was introduced as an attempt to match course content with the students' interests. Gradually, the momentum began to gather for a major effort toward individualizing foreign languages.

Various attempts to implement individualized instruction were being made in other disciplines. The climate seemed favor individualization: the Mathematics Department had created CRIMEL (Curriculum Revision and Instruction in Mathematics at the Elementary Level). Through this program, the Math Department sought to respond to the widely varying learning styles and abilities among students. The 5-hour course was divided into 2 sections, a 3-hour component and a 2-hour component, designed to permit students to adjust the pace of their learning during the quarter. The option of a slower pace was intended to help students see mathematics as less threatening.

With these developments in mind, John Shumaker, then Associate Dean of the College of Humanities, conferred with several colleagues to see what further changes could be made that were in keeping with the College committee's recommendations. Dean Shumaker had the major responsibility for curriculum, and he realized the potential benefit that certain changes might bring to foreign language instruction.

During the academic year 1974-75, Dean Shumaker and his colleagues, Professor Dennis Kratz of the Classics Department and Professor Gilbert Jarvis of the College of Education, began developing a proposal to the National Endowment for the Humanities (NEH). Dean Shumaker and his colleagues hoped to continue the momentum of curricular revision, and take advantage of the climate that favored a change of approach.

Put briefly, the goals of the proposal may be summarized as follows: to create individualized curricula at the 101 and 102 (Elementary) levels in Arabic, French, German, Latin, Russian and Spanish. Through these new curricula, the College would focus upon 5 major concerns:

1. To address the problems that the "lock-step" approach creates for many students;

2. To reduce attrition;

3. To make the study of foreign language more appealing;

4. To increase enrollments;

5. To marshal and apportion resources of the University in a new way, by restructuring the teaching/learning process.

In order to achieve these goals, the proposal to NEH calls for the participation of four different language departments within the College; it also calls for collaboration between the College of Humanities and the College of Education.

Three important factors differentiate the Ohio State program from virtually all the efforts in individualized instruction in foreign languages that have preceded it in this century. First, it is administratively tied directly to the Dean in the College of Humanities; second, it is a concerted effort to develop programs in six different languages and to incorporate these programs as parts of the regular institutional programs of the various departments. Third, this is a massive effort to redirect the thinking of tenured faculty members in language and literature departments, in a major university which tends to view its mission as one of graduate research and teaching.

Definition of Individualized Instruction at The Ohio State University

Individualized instruction is defined in different ways at different institutions. As defined in the proposal, individualized instruction at Ohio State has the following characteristics:

1. Self-paced: the student determines his/her rate of progress;

2. Mastery-based: minimum level of proficiency necessary to advance is 80%;

3. Variable credit: student earns from 1 to 5 credits or more per quarter;

4. Some choice of learning activities.

5. Some choice of objectives.

The choice of objectives and learning activities becomes available (generally) at the 103 and 104 (Intermediate) levels. As I mentioned, the original proposal called for the development of curricula at the 101 and 102 levels. NEH funds were awarded in January 1976; by April of that year, the Coordinators and staff had decided to create individualized materials for 103 as well. During 1978, the College of Humanities provided funds for the development of 104 in French and Russian, completing a sequence that could be used to satisfy the language requirement, and we hope to do the same in the other languages within the next year.

Selecting among objectives and learning activities, then, becomes possible in 103 and 104. The basic material required to learn the language in the introductory stages (101-102) is not subject to a great deal of choice.

As you will see, the curricula vary in design from one language to the next. In Arabic, for example, there are two parallel sets of materials, A and B. One is more detailed than the other, and requires more time to complete; the other is designed for students who acquire language more readily, and absorb information more quickly.

Phases of the NEH Project

I mentioned that NEH funds became available in January 1976. The grant will terminate in December of this year. At that time, the programs will be operated and administered solely by the departments. This phase will conclude the NEH-supported evolution of the programs, an evolution that began with a planning phase from January through June 1976. During that time, the Coordinators and staff developed a statement of goals and objectives for the individualized curricula in their respective languages.

The creation of the materials actually began in July of 1976, and continued through August 1977. The first major decision for each language was the selection of a core text. In each language except German, the staff decided to adopt an existing text, and to write individualized materials to supplement it. The German staff decided to write an entirely new set of individualized materials, including the presentation of all grammar, conversation, and culture, as well as drills, quizzes and tests.

The process of selecting the text and designing the materials was itself an individualized one. In some cases, the individualized program uses the same text as the classroom; in other cases, the texts are different. During the course of the conference, you will have an opportunity to see what the differences are, and what advantages and disadvantages they present.

The first pilot phase saw the introduction of the individualized courses in Arabic, French, Latin, Russian and Spanish. (I might add here that in fact the Latin program had been in existence since September of 1975. In anticipation of the grant, the Classics Department had approved the development of individualized materials to accompany the core text, and the first students in the individualized program were those enrolled in Latin.) The first pilot phase for the modern languages lasted from September 1977 to June 1978. During that year, enrollments were kept at a low level, so that we could pay particular attention to the effectiveness of the materials, and to the problems of introducting a different system of instruction. The opening of the German program was delayed until September of 1978 in order to give the staff enough time to finish writing all the materials; furthermore, the additional time was needed to complete negotiations for instructional space.

The second pilot phase began in September 1978 and ends in June 1979. During this phase, we are integrating the programs into the departmental structure in several ways. First, the entire department, the chairman, junior and senior faculty, and clerical personnel, are all being advised of developments within the program, and they are being asked to assume more responsibility for its operation. Second, we are involving a broader

cross-section of Graduate Teaching Associates. As the number of students increases, more Teaching Associates are assigned to the program, representing a broader range of experience. Third, the materials are being revised. During this phase, we will make whatever final changes are necessary, and then the materials will be ready for distribution on a national basis. The fourth major element of this phase is the introduction of the German individualized course. Because German is being offered a year later than the other languages, its pilot phase is being compressed somewhat. The advice of the other Coordinators will be helpful in pointing out those areas that might conceivably require special attention in German. This collective experience should more than compensate for the shorter implementation phase for German.

The final phase of the project will begin in September 1979. At that time, we will remove all limits on enrollments. We expect the individualized sections to attract approximately 800 students, or 30% of the fall enrollments in these languages at the corresponding levels.

Major Issues

NEH support will terminate on December 31, 1979, but the programs will continue. In the time that remains, between now and December, the College and the departments will work together to resolve some issues that remain a bit troublesome. As conferees, you bring not only your own experience, but also an objectivity and a perspective that will no doubt prove very useful during our discussions over the next few days. I would like to outline the major issues as we see them.

1. Motivation. While we have no hard figures from other programs, we suspect that the problems of motivation and procrastination are not unique to this campus. We must find ways to ensure continuous effort on the part of the students; we must devise a policy that will enable the program to operate efficiently during those periods (specifically, the end of each quarter) when the number of students and their sudden inspiration place considerable stress upon the instructional team.

2. Evaluation. This area is probably the most complex, since it involves so many different kinds of measures: intuitive judgments, statistical analysis, comparisons among very diverse elements. The questions we must ask are quite straightforward: Do the programs work? Are they better than, as good as, or less satisfactory than the classroom programs? If we have parallel sections at the 101-102-103-104 levels, both individualized and classroom, and if the two programs use different texts, how can we be sure that the quality of teaching and learning is equally good in both programs? Do the students really learn? How much do they learn?

To answer these questions will require a great deal of time and study. Even then, we probably cannot hope to eliminate all ambiguity and uncertainty from our conclusions.

3. Outreach. We will expand our effort to publicize the individualized programs, and make them known to a broader clientele. We will bring them to the attention of the traditional undergraduate student body, but

of the quarter, each student must meet with an instructor, review his/her progress, and decide how many credits he/she will complete. This decision is then entered on a document we call the 7th week contract. The student commits him/herself to a certain number of credits for that quarter. Failure to complete that work results in a grade of E (failing). Through the contracts, we achieve the variable credit that is such an important feature of the program.

To progress through the materials, the students are required to demonstrate competence or mastery at each step. Mastery is defined as 80%, the level widely agreed upon as the minimum proficiency required for continued progress and success. If a student does not pass a quiz or test with a grade of 80% or better, he may review the materials, seek additional assistance, and then try to complete the quiz or test again.

Fixed standards of proficiency are particularly important in a skill-building course, where the learning tasks can be readily separated and set forth. Since language learning is a vertical, cumulative effort, success in the the later stages can only occur if the proper groundwork has been laid at the outset. Conversely, poor performance early in the course leads almost inevitably to failure later on, and is apparent in low grades, high attrition, and a dislike for language study. Mastery can be achieved through this program, and is important not just from the student's point of view but also from the department's and institution's point of view.

Description of Materials

In each program, the staff selected the text to be used as the heart of the individualized curriculum for that language. Some coordinators choose an existing text, while others wrote the textual materials in their entirety. In the case of German, Professor Werner Haas and his staff have created all the materials, as I mentioned earlier. In the case of Latin, the materials had been written to supplement the text used in both the individualized and the classroom sections, a series of graded readers called the Cambridge Latin Course (CLC). In the Spring of 1978, the Classics Department decided to discontinue the use of the CLC, and now Professor Douglas Lacey is creating an entirely new set of materials, to be used in the individualized section and in the classroom. The new materials should be ready for distribution during the next academic year (1979-80), following a period of experimental use, correction and revision.

The individualized materials explain in detail points of grammar and usage that, in a classroom setting, would ordinarily be provided by the instructor. The materials are divided into units or modules. Each unit corresponds to one hour of credit. Thus, a student who completes three units has earned three credits.

To some extent, the materials are self-instructional. The directions provide explanation and examples designed to enable students to become familiar with the materials on their own. Naturally, students are encouraged to visit the centers and check in with the instructors at any time. In some programs, in fact, certain minimum attendance requirements have been adopted, as a way to foster progress and increase motivation.

we will also try to attract persons who may be returning to the University after some absence. Students in Continuing Education may also be interested, since in many cases they are highly motivated, and require a flexible schedule.

We will address all these issues during the conference. By hearing about individualized programs in other parts of the country, we hope to learn how these difficulties have been resolved elsewhere.

Up to this point, we have reviewed in a general way the circumstances that led to the foreign language proposal. We have described individualized instruction as it has developed at Ohio State. Now, I would like to explain in some detail how individualized instruction operates here, including a few remarks concerning the administrative implications of this effort at the college, department and program levels.

## Details of the Programs

Self-pacing makes necessary certain changes in the way instruction is delivered. The classroom format is no longer appropriate for the way instruction and testing are to be handled in an individualized context.

There is a learning center for each language. Some languages share facilities, as in the case of German and Arabic, where the courses are offered in the same space, but on a staggered, rotating schedule. The learning center is in fact a classroom, which has been reserved for a particular language. No other activities are scheduled in that space.

Each center is open for a block of time each day, usually from 9:00 to 4:00. At least one instructor is on duty at all times. The centers are equipped with tape decks, study carrels, tables, chairs, desks for the instructors, file cabinets, and a supply of materials such as magazines and newspapers. Explanatory materials, supplementary exercises, drills, quizzes, and tests are all kept in the center.

The procedures for students enrolling in individualized instruction are essentially the same in all programs. The student registers for the individualized course as he would for any other course. Several of the languages require students to attend an orientation session at the beginning of the quarter. The purpose of the session is to acquaint students with the way individualized instruction works, and to point out how it differs from the classroom approach. During orientation, the instructor emphasizes the importance of the student's own initiative. Students must take responsibility for their own learning. They are urged to maintain a productive pace, and to display continuous effort. The instructor explains the way the materials are organized, and the steps necessary to the completion of each level or phase of instruction.

## Contracts

Upon entering the individualized program for the first time, each student enrolls for 5 hours of credit. In subsequent quarters, students may register for 1, 2, 3, 4 or 5 credits (or more), depending upon the amount of work already completed or still remaining. During the 7th week

In each program, the students are required to see the instructor at various junctures within the curriculum, to participate in conversation groups, complete exercises, take quizzes or tests, or simply to make contact. As soon as the student completes a quiz or test, it is corrected by the instructor. The student learns his score immediately, and reviews all his responses, correct and erroneous. The tutorial dimension reflects one of the ideas set forth in the proposal: that students should derive the maximum benefit from the contact time with the instructors.

Staffing

For the most part, the instructional staff consists of Graduate Teaching Associates (TAs). One or two TAs are on duty at all times; in addition, the Coordinator, a person of faculty status, spends time in the center helping students and judging the effectiveness of the materials. TAs are assigned to the individualized sections at a somewhat higher ratio than in the classroom. Generally, in the individualized programs, one TA is assigned per set of 25-30 students. Assignment to the individualized center assumes a commitment of 12 to 15 hours per week.

To provide the greatest flexibility possible, we decided to keep the centers open for a certain number of hours per day. Staffing in the classroom is based on the number of students per section. Staffing in the individualized section is based on the maximum amount of time the center can be kept open per week, taking into account enrollments and the number of TAs that can be assigned.

An example may be helpful. If in French we have 150 students enrolled in individualized instruction, then we have the equivalent of approximately 6 classroom sections or 6 TA appointments. TAs are assigned to the center for 12-15 hours per person per week, on a schedule agreed upon within each program.

TAs in individualized instruction are not required to prepare in the same way that they would to meet their classes. However, the TA must be familiar with the entire range of curricular materials, and must be able to field questions from students at all levels of instruction, from 101 through 103 or 104. Therefore, the most experienced TAs are preferred for assignment to the individualized centers. TAs in the individualized courses are not responsible for keeping office hours, since their duty in the center substitutes for office hours.

All the centers will be open tomorrow morning for you to visit. The exception is the case of German and Arabic, which share space and operate on an alternating schedule. The German program will be in session tomorrow from 9 to 1. If you are interested in reviewing the Arabic materials during that time, please see Professor Cadora during the coffee break.

Statistics

To give you some idea of the magnitude of language instruction at OSU, I would like to share the following data for this quarter:

| | Classroom | # Students | Individualized Instruction | # Students |
|---|---|---|---|---|
| Arabic | 101-103 | 7 | 101-103 | 47 |
| French | 101-104 | 489 | 101-104 | 219 |
| German | 101-102 | 176 | 101-102 | 62 |
| Latin | 101-103 | 94 | 101-103 | 43 |
| Russian | 101-104 | 52 | 101-104 | 56 |
| Spanish | 101-103 | 822 | 101-103 | 225 |
| TOTAL | | 1,640 | | 652 |

In other words, enrollment in individualized instruction now constitutes 40% of instruction at the 101-104 level in these 6 languages. I should mention that the programs have not been widely publicized. As their existence becomes more generally known, enrollments will continue to increase.

Program Evaluation

The programs are now virtually complete and ready to be reviewed and examined. We invite your comments and criticism. We want to know in what ways these programs would complement or enhance foreign language instruction at your institution. I would also like to ask you the following question: What assumptions have we made at OSU that would present a serious obstacle to using this approach or these materials at your institution?

Pre-Conference Session

Last March we invited 6 colleagues from other Ohio colleges and universities to visit OSU and review these programs. They spent a day and a half with us, and provided very useful insights and observations. They raised an important issue: the staffing and operation of these programs are based upon the availability of a pool of graduate students to teach in the individualized sections. Many departments where individualized instruction has been developed do not have access to that very important resource. How would this assumption affect your institution's willingness to consider these programs or materials?

In addressing these and other issues, you will provide invaluable assistance as we enter the final months of this experiment. Your remarks will help us focus our attention on aspects of the program that may have escaped our notice.

A few moments ago I mentioned program evaluation. I would like to mention that we have invited to campus 6 evaluators, people who are known and respected in their own fields and beyond. We have asked them to examine the materials carefully, to review the programs, and to meet with the individualized staff. Each evaluator has agreed to submit a full report, focusing upon three major areas: 1) A thorough and detailed assessment of the materials; 2) An assessment of the operation of the program; 3) A judgment of how these materials might be used at other schools. You are welcome to speak to the evaluators about the programs, and share your observations with them.

| | |
|---|---|
| Adele K. Donchenko | Russian |
| Bruce Fryer | Spanish |
| Ronald Gougher | German |
| Carolyn Killean | Arabic |
| Dale Lange | French |
| Floyd Moreland | Latin |

Conference Schedule

During our final session on Saturday morning we will hear a brief summary from Sessions III, IV, and V. At that time, we will try to achieve an overview and synthesis of the information that has emerged from the conference. I have several goals for the conference. First, I hope that it will be helpful in the evaluative process, by enabling us to compare various programs around the country. Second, I hope that these meetings will add to the general knowledge of individualized instruction in foreign language. To that end, we plan to publish the proceedings in the fall. Third, I hope that our experience at this University will have a positive impact, and that it will increase understanding of the options available in language learning. We would like to offer our assistance to our colleagues in developing and assessing their own programs.

A comprehensive report on the entire project will be submitted to NEH in January of 1980. Copies will be distributed upon request.

If there is sufficient interest, we may want to plan another conference in a year or two to see how individualized instruction is faring at that point. There might be some value in developing a newsletter which could serve as a specialized medium of communication for colleagues who are interested in problems of individualized instruction in foreign languages. We will be happy to serve as a clearinghouse for inquiries and information, and to provide whatever assistance we can.

SESSION II

INDIVIDUALIZED INSTRUCTION
AT THE OHIO STATE UNIVERSITY
THURSDAY, MAY 10, 1979
2:30 - 4:30

*Arabic*

*Frederic J. Cadora*
*Nazih Daher*

*Abstract*

*Low enrollment and high attrition in classroom Arabic made an individualized (self-paced) option seem valuable. Students may begin Arabic 101 at any time, may transfer from the classroom to the individualized program, and vice versa, and may complete the 4-quarter language requirement in Arabic at a mastery level (B- or higher). The texts are described; an innovative feature is dual-track grammer explanations. Evaluation based on student questionnaires has resulted in some changes in the materials, contract signing, and testing procedures. Enrollment, attrition, credit and grade tabulations compare favorably with those of the classroom track.*

*Full Text*

A. Needs Assessment

The Arabic Program, like Near Eastern Language Programs at other universities in the country, has faced two problems since its inception at Ohio State University in 1967: 1) low enrollment and 2) a high rate of attrition. Aside from the relatively limited interest in and use of Arabic, in comparison with, for example, Spanish, French or Russian, the relative difficulty of the language, coupled with a different and highly unfamiliar script explain low enrollment. In addition, many beginning students think that they are about to embark on an exotic flying carpet. They quickly discover that a modicum of work is required to learn basic linguistic skills, whether in Arabic or any other language. Fearing the possibility of a low grade or even failure because they have demonstrated no sustained or consistent effort, such students gradually disappear.

The major goal of self-paced instruction has been, therefore, to alleviate this dual problem of enrollment and attrition. The individualized program makes it possible for students:

1) To register for Arabic 101 any quarter during the academic year. Previously, beginning Arabic was offered in one section, only once a year in the Autumn Quarter. Because students may now begin 101 in any quarter, enrollments have increased.

2) To transfer from the classroom to the individualized programs instead of dropping the course altogether when students experience linguistic or other academic difficulties, unanticipated conflicts or new commitments. The rate of attrition, particularly between quarters, has diminished significantly.

3) To consider seriously — without 'a tongue-in-cheek' attitude — the possibility of taking Arabic to fulfill the foreign language requirement with the reasonable guarantee of a grade of B- or above.

B. Development of Learning Materials

The basic texts used in both the classroom and the individualized program for the entire 101-102-103 sequence are:

1. Cadora, F. Phonology and Script of Arabic, OSU.

2. Abboud, P. et. al., Elementary Modern Standard Arabic, Part 1, Revised Edition, University of Michigan.

In conjunction with these core texts, a series of three books titled Elements of Modern Literary Arabic: A Self-Paced Course, are used in Arabic 101.03, 102.03, and 103.03. Parts One, Two, and Three are sold at all of the local bookstores; parallel tapes are available in the Learning Center and in the Listening Centers located in Cunz and Denney.

All three parts of the individualized teaching materials are in a preliminary version and require formative evaluation, after a year or two, for further revision. Each part contains 5 units; each unit is divided into stages which correspond to the lessons in the basic texts. The structure of all the units is essentially the same, including unit goals, stage objectives, activities, stage and unit achievement tests, cultural segments, answer keys and review sections. Advancement from one stage or unit to the next is self-paced (allowing variable credit) but requires 80% mastery of the materials. An innovative feature is the use of two tracks, A and B, to explain the same set of grammatical points in two different ways. Track B is usually in summary form and may be deductive or inductive in method of presentation. This track may be used for review and reinforcement of materials already covered in Track A by average students or for fast pacing by students with high linguistic aptitudes.

C. Evaluation

Evaluation has been based on unit (longer) and stage (shorter) questionnaires. Our data suggest that students in general are highly receptive to the program. Nonetheless, several criticisms and observations were made which prompted the following changes:

* The revised materials now include grammar review sections and cultural segments (some with taped music) at the end of each unit. The cultural segments, however, are not pedagogically linked to the language material.

* At least one unit must be completed by contract-signing time in order for a student to continue in the course. We hope that this will persuade students to spend more time in the Learning Center.

* Students who earn 80% or higher on the Pre-Test are allowed to use it as a final grade, eliminating the next step of taking the Unit Test which is identical in structure.

Not only the same basic texts but also the same stage and unit tests are used in both the classroom and the individualized program. Students in the latter program achieve a higher average because they spend a great deal more time studying, reviewing, and reinforcing the materials in each lesson. Less than 5% of the students ever fail stage and unit achievement tests the first time. Students who survive these courses, in the classroom or the individualized program, should be about equally prepared to do 104 work.

1. Enrollment

An overall comparison of enrollment figures, given below, of the pre-individualized year (1976-77) with those of the individualized pilot year (1977-78) reveals a significant improvement every quarter:

| Quarter | Course | 1976-77 | 1977-78 |
|---|---|---|---|
| Autumn | 101.01 | 24 | 12 |
| | 101.03 | | 16 |
| | Total | 24 | 28 |
| Winter | 102.01 | 17 | 6 |
| | 101.03-102.03 | | 30 |
| | Total | 17 | 36 |
| Spring | 103.01 | 10 | 3 |
| | 101.03-102.03 | | 31 |
| | Total | 10 | 34 |
| Summer | 112 | 8 | |
| | 101.03-102.03-103.03 | | 26 |
| | Total | 8 | 26 |
| GRAND TOTAL | | 59 | 124 |

In the Autumn, enrollment in 1978 surpassed that of 1977. In the Winter of 1978 enrollment doubled and in Spring and Summer it tripled. The total enrollment for the academic year 1977-78 was double that of the preceding year. The quarterly average of the number of students registered in first-year Arabic (excluding the Summer) for the academic year 1977-78 is 31. Since the entire sequence of Arabic 101.03-103.03 is available every quarter, the average should go up to at least 40.

Enrollment should continue to rise in subsequent years as 1) the Arabic Learning Center's hours are extended to include evening hours, in order to attract students from the business and ethnic communities; 2) the program and materials are further evaluated and improved, and 3) individualized teaching materials are developed for Arabic 104, which is also a skill-building course.

2. Attrition

The average rate of attrition during the pilot year in the individualized program (57%) is not significantly different from that of the classroom (58%).

3. Credit

The ave age number of credit hours earned by students in the individualized program during the pilot year (including the Summer) is 2.3. This correlates with the number of hours (or days) spent in the individualized program: students in this program spend less than half the number of contact hours in the classroom.

4. Grades

The overall grade average of the students in the individualized program (A-) is somewhat higher than that (B+) of students in the classroom.

It is probably irrelevant, perhaps inappropriate, to compare performance in the two settings because they functionally complement and/or supplement each other. They form one coherent and coordinated system, not two competing structures. Students in the conventional classes can go to the Individualized Learning Center for additional help, tutoring, etc.

D. Major Linguistic Goals

Modern Standard Arabic (MSA), in general terms, is a syntactically developed and lexically and phonetically modified form of Classical Arabic. Its use is restricted to formal occasions: speeches, learned debates, lectures, news broadcasts and some programs on radio and TV, their written equivalents, poetry, prose, etc. Dialectal Arabic, which is not written, is used on all informal occasions.

Because of this diglossia, the major goals of the MSA 101-104 sequence are 1) comprehension of written MSA materials on various aspects of Arabic culture, and 2) comprehension of spoken MSA. The third goal, speaking/writing proficiency, is of secondary importance, and serves to reinforce the first two skills. Speaking and writing are developed in Arabic 403 and 404, while proficiency in conversational dialectal Arabic is the exclusive goal of Arabic 201-202-203. Nonetheless, in order to liven up learning activities, dialogues derived from the text are introduced in each stage beginning with 102.

Instruction in the 101-104 sequence of courses constitutes a graded and systematic presentation of the basic core of the vocabulary and

grammar of MSA. It is a process of coherent and integrated skill-building, with multiple routes to accommodate individual learning styles, and related cultural material. The curriculum provides 1) a meaningful educational experience for the student desiring to fulfill a foreign language requirement or 2) a solid foundation for the student interested in further Arabic study of specialization. In either case, this sequence enables students to gain new insights into another culture, to acquire self-understanding for good citizenship, and to broaden and deepen aesthetic and humanistic sensibilities.

E. Videotapes and CAI

The proposal had called for the development of videotapes offering supplementary explanations. The project staff decided to delay the production of videotapes until the textual materials had undergone final revision, and we could identify those areas of the curriculum where filmed presentations would be most helpful to students.

The Texas CAI program for teaching Arabic phonology and script was considered for purchase. However, the cost of the program and of the necessary hardware was too high to be supported by project funds.

F. Training Program

No training program has been necessary so far simply because three research associates have worked on the development of the instructional materials and taught in the Learning Center. They have been in the Individualized Program since it began. Training has been an on-going activity in periodic meetings between the coordinator and the Graduate Teaching/Research Associates. Since Arabic has no graduate program, it is difficult to find qualified graduate research and teaching associates. Nonetheless, a brief manual for staff training should be prepared.

G. Dissemination

A brochure on the Arabic Program was prepared last year which included a description of the Individualized Program. The brochure was mailed to business establishments with international or Middle Eastern interests and to local high school principals and colleges in the state.

A paper was read at last year's annual meeting of the American Association of Teachers of Arabic describing the Arabic Individualized Instructional Program (AIIP) and giving a progress report. The paper was well received and since the basic text of the AIIP is used at more than 120 universities across the country, the AI materials are readily amenable to use at these institutions. They may be available for off-campus use by the beginning of next year.

H. Large-Scale Implementation

Once the Arabic 101-102-103 individualized books are revised, Arabic 104 materials are individualized, the Center's hours are extended, and a comprehensive publicity program is launched, then the program should attract about sixty to a hundred traditional and non-traditional students

every quarter. As American business continues to play a major role in the investment of the wealth and economic boom generated by oil in the Arab world, more job opportunities will require knowledge of Arabic. Since Ohio ranks first in the volume of international trade transacted, it is hoped that more non-traditional students will enroll in the individualized Arabic program. Slide/tape cultural materials are needed to provide a more meaningful context for the teaching of the language. Some of these materials, where feasible, should be pedagogically linked to the language materials.

## I. Conclusion

A successful program has several important elements. It sets forth objectives clearly for both teacher and student; it offers a variety of approaches to accommodate different learning styles; its material is interesting; it provides evaluative measures that improve the teaching/learning process. In practice a student's success is reflected in his high grades and positive attitude toward the discipline. The program's success is demonstrated in graduating successful students, generating a positive attitude among the teaching staff and the administrators, attracting more students, and operating in a cost-effective manner.

The A.I.I. program at The Ohio State University has been reasonably successful. It has accommodated students with varying learning styles; it includes evaluation procedures to diagnose the learner's weaknesses and strengths. These features have engendered positive attitudes among both students and instructors, and have resulted in mastery learning at higher levels than in the classroom. Because of the A.I.I. program, enrollments have doubled, and instruction is now offered each quarter in the first three levels of Arabic.

SESSION II, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN FRENCH AT THE OHIO STATE UNIVERSITY

*Martha M. Pereszlenyi*

*Abstract*

*Individualized instruction in French provides an alternative to the classroom; it is self-paced and mastery-based, it offers variable credit, stresses all four skills, and permits some choice of learning activities. Grading, enrollment procedures, and credit contracts are explained. The curriculum includes the first 4 courses (101-104) at the introductory level. Curricular materials are described, as are the instructional space, schedule, and facilities. A question and answer section follows the full text, and includes topics such as the role of senior faculty, suggested changes to the program, credit contracts and testing.*

*Full Text*

## 1. General Philosophy of the French Individualized Instruction Program at The Ohio State University

French individualized instruction is part of a University-wide program to expand, diversify, and improve foreign language instruction at the beginning and intermediate level. The origins of the program reach back to 1970 and to the report of the Foreign Language Programs Committee, which suggested improvements in the structure and teaching of elementary language courses. The Committee recommended that each foreign language department "explore the possibility of programmed study as a means for learning at an individualized pace for more effective self-evaluation by the student." Like the other languages, French had been criticized by disgruntled students and colleagues from other departments who challenged the necessity of the language requirement at the University. My presentation will explain how our program reflects these influences as well as other factors.

### 1.1. Main Premises

When the individualized instruction program was initially conceived it was felt that some students would have a more successful language experience if they could work at their own pace, and in a manner better suited to their particular learning styles. Therefore, the main premises of the program are that:

a. students may take as much or as little time as they need to cover a certain amount of material;

b. they will be tested only when they feel ready;
c. a satisfactory level of achievement will be required before they can proceed to more advanced materials.

The classroom track offers the same type of instruction to all students, requiring them to progress at the same pace. Inevitably, some fall behind and fail, or drop from B to C to D; others are frustrated because the classroom pace moves too slowly for their capabilities. Individualized instruction affords students a better chance for a successful language experience because each student can have individual attention, learn at his/her own pace, and discover the learning strategy that works best for him/her. Individualized instruction at The Ohio State University is not meant as a replacement for the classroom track, but rather as an alternative, since some people do fare better in structured classroom situations where each day has its own set of demands and expectations. Others fare better when they can engineer their own speed and manner of learning. Like the classroom track, the individualized program aims at teaching all four skills: listening, reading, writing, and speaking.

## I.2. Statement of Goals

The goals of the French Individualized Instruction Program at The Ohio State University include the opportunity a) to participate in a valuable educational experience which will train students to be responsible for their own study habits; b) to overcome difficulties related to the study of a foreign language; c) to acquire the same skills and knowledge offered in the classroom, but in a way that accommodates individual needs and styles of learning; d) to understand conversational French as it is spoken in a variety of ways in everyday situations; e) to communicate thoughts and ideas orally in French so that they may be understood by a native speaker; f) to read current magazines and newspapers in French and to develop a basic appreciation for literature; g) to write French with an acceptable degree of grammatical accuracy; h) to develop an appreciation of the basic values of the francophonic world; i) and to develop a positive attitude toward language learning.

These may appear to be extremely lofty goals, and in many ways they are with the degree of success or failure dependent on many factors. To a great extent, success is due to the time, effort and hard work of many persons, faculty and staff, who have spent long hours creating an individualized instruction program. Those language instructors who are contemplating the adoption of an individualized program can look forward to a lot of hard work. Many times, frustration may set in, colleagues may seem disinterested or even hostile, funding may be low or even nil, and students may seem to be unappreciative.

However, the individualized instruction program in French has had many joys and rewards, reflected in the experience of students who have overcome (seemingly) insurmountable hurdles of language instruction. The program has found many supporters among those students who would have felt "locked in" by the pace of a classroom track. In general, the program has fostered good will and a better attitude toward the language departments. We hope that these individualized programs will have such positive results in other institutions.

OSU's individualized French program is meant to serve as a model for other colleges and universities. The program probably should not be copied in its entirety, for each institution has its particular needs and requirements. But we all hope that our model will be helpful to our colleagues elsewhere.

The following information reveals many of the reasons OSU chose to develop an individualized program in French:

1) attrition rates:

   a. an average of 26% between French 101 and 102
   b. an average of 45% between 101 and 103
   c. a great percentage of the attrition in French 101 occurred during the final two weeks of instruction

2) an awareness that there was much inefficiency in instruction because learning styles, interests, and reasons for pursuing French study at the elementary level were largely ignored.

3) grade inflation, with no apparent improvement in student ability or motivation.

4) the need to attract students from the community, and students whose schedules did not permit them to enroll for a five credit course meeting at a fixed hour each day.

5) the need to change textbooks, materials, and methodologies in keeping with current trends in foreign language education.

6) complaints with regard to pacing.

7) the feeling that the language requirement would again be attacked by students dissatisfied with inflexible and highly structured courses.

## I.3. French Individualized Versus Classroom Track

Although the core material of the classroom track and the Individualized track is the same, French Individualized Instruction differs from the classroom track in the following ways:

1) The Individualized program acknowledges that each student learns at a different rate, and that the time framework of the quarter system and course structures may be ill-suited to many students.

2) Students take tests whenever they are ready. If they do not receive at least 80% (B-), they are required to review the material and retake the test until they receive at least a B-.

3) The course is organized into a series of modules, generally equal to the amount of material covered in a two-week period in the classroom track. Each module is worth one hour of credit in French. Students must master each module (i.e., receive a grade of 80% or above) before proceeding to the next module.

4) Instead of being required to complete five hours of credit per quarter, students can progress rapidly or slowly, earning as few or as many credits as they wish.

The French Individualized Instruction Program would appeal to:

1) Students who have a very complex study (or work) schedule and who would like to arrange their language study on flexible hours.

2) Those who learn best with individual attention and small groups.

3) Those who feel intimidated about foreign language learning in a large classroom setting.

4) Students who learn language easily and quickly and who are impatient with the pace of a regular class.

5) Students who experience difficulty with language learning because they have not mastered elementary concepts.

6) Adults students re-entering the academic community.

7) Students from the business world.

8) Handicapped students.

## I.4. Mastery Learning, A Four-Skill Approach, and Variable Goal Options

Progress in the Individualized Instruction Program is by "Mastery Learning." The 80% (B-) proficiency is based on the assumption that a student who barely passes in the "lock-step" classroom track will experience increasing failure. The result may be a lowering of standards, as well as a poor attitude toward language study on the part of students at all levels of ability.

The individualized program develops all four skills: listening, reading, writing, and speaking. However, the Individualized track recognizes not only that students learn in different ways and at different rates, but also that they may have different interests, priorities, skills, and proficiencies. Therefore, students may choose what is known as a "variable goal option" (either listening, reading, writing, or speaking) by contracting to do a number of supplementary activities. The Modular Achievement Test taken at the end of each unit is made up of four sections worth 25% (points) each. Each section covers one of the four skills. If a "variable goal option" is elected, the student is expected to do better in that particular skill, having had the additional practice. The skill that is chosen, therefore, comprises 35% (points), and the student may designate the skill that he/she wishes to de-emphasize in the grading. That portion of the exam will count 15% (points). The "variable goal option" is just that: totally optional. All students take the entire exam whether or not they elect the variable goal option. The proportion of the grading is all that differs.

## II. The Student

### II.1. How the Student Enrolls: Credit Hours; Variable Credit; Credit Contracts

#### First Quarter

1) The student enrolls in French 10_.07 for five hours of credit. This is done with the academic counselor in the student's "college," i.e., ASC (Arts and Sciences), UVC (University College - for Freshmen and early Sophomores), AGR (College of Agriculture), etc.

2) The student attends a one-week orientation in the Learning Center. During this period he/she fills out a Data Sheet indicating his/her desire to be in the program. In addition, the student fills out a Program Planner (personal syllabus) in duplicate, one for the instructor, the other for him/herself. (See addenda for samples.)

3) After orientation, the student may come to the Learning Center any time it is open and work with any instructor on duty. The Center is open several hours per day. Progress is monitored on an individual grade sheet. (See addenda for sample staffing schedule and grade sheet.)

4) During the seventh week of the quarter, the student must consult with an instructor concerning the probable credit hours to be earned by the end of the quarter. As a result of this meeting, the student

a. contracts to keep the five hours credit designation
b. contracts to add hours
c. contracts to drop hours

This contract is binding (see addenda for sample contract). Failure to fulfill the contract can result in a failing grade for the entire course. The grade of "Incomplete" is NEVER given except in the case of death in the family or serious personal illness. Written documentation is required.

5) If the student fails to sign a contract, the original credit enrollment applies, and all credits must be completed or the student receives the grade of E (failure for the entire course).

6) To remain in the program, at least one module must be completed by the seventh week.

7) Experience has shown that a student can normally complete one credit hour more than the number earned by the time the contract is signed (e.g., a student who has completed three modules by the seventh week would normally contract for four hours.)

#### Successive Quarters

1) Based on achievement during the preceding quarter, the rate of learning, and his/her schedule, the student may sign up for credit hours ranging from 1-20 during the next quarter. Orientation is then optional, but the student must come to the learning center the first three days of the quarter and fill out another data sheet and a new program planner.

2) Re-entry into the classroom track is possible after any 5-hour block of credit (e.g., after completion of French 101, 102 or 103).

3) Entry from the classroom track to the individualized is possible after completion of 101, 102 or 103. However, if the student earned less than a B-, or wishes to transfer in the middle of the academic quarter, she/he first meets with the program supervisor to discuss special regulations and procedures.

11.2. The Textbook and Learning Packets in French 101, 102 and 103

The basic textbook is Invitation, by Jarvis, Bonin, Birckbichler and Corbin, published in 1979 by Holt, Rinehart and Winston. It is structured as follows:

1) Introduction: New vocabulary is introduced in reading passages and noncognates are glossed in the margin. Introductions are followed by comprehension questions which enable the student to find out how well he/she understood the content of the reading.

2) A Petite Conversation follows. This section reinforces the vocabulary and structures found in the Introduction.

3) The Notes Culturelles help to expand the student's knowledge of the francophonic world.

4) The Grammaire section is divided into four phases. The "Présentation," given in English, is basically a deductive grammar explanation. The "Préparation" section gives initial practice in manipulating the language. Many of these drills are on tape. The "Transition" sections bridge the gap between grammatical drills and the expression of personal ideas. The "Communication" sections enable students to use the language in a personal way, often in small groups.

5) Synthèse: A reading passage using many of the structures and vocabulary presented in the chapter. Noncognate vocabulary is glossed and comprehension questions are included. "Communication" sections complement the skills learned in the chapter. (Levels 102 and 103 have additional texts. See sample Syllabus.)

6) The Prononciation sections improve oral skills. These sections may be done at any time, and reviewed throughout the program.

Modules VI through XIII (French 102 and half of 103) include the reader Connaître et se connaître by Jarvis et al. (Holt, Rinehart, Winston). Modules XIV and XV (end of 103 level) are plays in the original French, Le Malentendu by Albert Camus and Huis Clos by J.P. Sartre.

The Learning Packets that accompany the texts are published in separate sets for levels 101, 102 and 103 by printing facilities at The Ohio State University. They guide the students through each module. At the 101 level, there are ten chapters covered in Invitation. Therefore there are ten "packets" in the 101 set. A typical packet is divided as follows:

At the beginning of each packet in the section marked "Objectives" is a list of the learning activities and instructions for the corresponding chapter.

The "Objectives" section is followed by the "Learning Activities."

a) The column on the far left of the page indicates the code number for certain taped activities.
b) Columns at the far right allow students to check off activities as they are completed. "S" is the student, and if an instructor goes over any of the activities she/he may initial and date that activity in the column marked "I."
c) It is recommended that students complete all activities, but "required activities" are noted by an asterisk (*) and must be completed and presented to an instructor. Written required activities (*) must be presented in proper order, and on a separate sheet. Instructors do not accept written required activities that are:

   1 - written in the textbook,
   2 - written in the packets,
   3 - mixed together with optional activities or general notes,
   4 - disorderly, hard to read, hard to find, or hard to follow.

d) An "Answers" section at the end of each chapter allows students to check the accuracy of many of the learning activities.
e) A vocabulary self-check is also included.
f) Students are encouraged to purchase the workbook, Invitation à écrire and check their work with a FILC instructor. A lab manual, Invitation à écouter et à parler is also available.
g) In addition to the required activities (*) in the packets, students must attend at least one group conversation session per chapter before they are allowed to take the practice test. Group sessions are announced on the bulletin boards, and students are also given a written schedule which covers the whole quarter. The staff also provides a list of all students enrolled, including the course level as well as telephone numbers. In this way, students can keep in touch and call each other for drill sessions and some of the required activities (*). Only first names and phone numbers are released. (Students who do not want to be on this list inform the Instructor or the Program supervisor in writing.)

Suggested syllabi for 101, 102, and 103 are as follows, assuming that the student is aiming for five credits per quarter:

French 101.07 Individualized Instruction
Suggested Syllabus

Required Texts:

Invitation, 1st ed., Jarvis, et al.

Learning Packets 101

Optional, But Strongly Recommended Texts:

Invitation à écouter et à parler (lab manual)

Invitation à écrire (workbook)

| | | | |
|---|---|---|---|
| Week One: | Chapter 1 | (Invitation) | Module I |
| Week Two: | Chapter 2 | " | |
| Week Three: | Chapter 3 | " | Module II |
| Week Four: | Chapter 4 | " | |
| Week Five: | Chapter 5 | " | Module III |
| Week Six: | Chapter 6 | " | |
| Week Seven: | Chapter 7 | " | Module IV |
| Week Eight: | Chapter 8 | " | |
| Week Nine: | Chapter 9 | " | Module V |
| Week Ten: | Chapter 10 | " | |

French 102.07 Individualized Instruction
Suggested Syllabus

Required Texts:

Invitation, 1st ed., Jarvis, et al.

Connaître et se connaître, Jarvis, et al.

Learning Packets 102

Optional, but Strongly Recommended Texts:

Invitation à écouter et à parler (lab manual)

Invitation à écrire (workbook)

| | Approx. Time | Invitation | Connaître |
|---|---|---|---|
| Module VI | 1-1/2 weeks | Chapter 11 | La Graphologie<br>La France et les touristes<br>L'Enfer<br>Le Petit Pengouin |
| Module VII | 1 week | Chapter 12 | La Révolte des femmes |
| | 1 week | Chapter 13 | Adieu les vacances traditionnelles |
| Module VIII | 1 week | Chapter 14 | Dîner à la ferme |
| | 1 week | Chapter 15 | La Nouvelle popularité de la bicyclette |
| Module IX | 1 week | Chapter 16 | La Fiancée de l'Atlantique |
| | 1 week | Chapter 17 | Les Français vus par les Anglais...<br>Comment lire les lignes de la main? |
| Module X | 1-1/2 weeks | Chapter 18 | Que faire si vous voyez une soucoupe...?<br>La Grotte de Lascaux<br>Papillon<br>Les Femmes sont-elles toujours en retard? |

French 103.03 Individualized Instruction
Suggested Syllabus

Required Texts:

Invitation,
Jarvis, et al.

Connaître et se connaître,
Jarvis, et al.

Le Malentendu,
Albert Campus

Huis Clos,
Jean-Paul Sartre

Learning Packets 103

Optional, but Strongly Recommended Texts:

Invitation à écouter et à parler (lab manual)

Invitation à écrire (workbook)

French/English dictionary

| | Approx. Time | Invitation | Connaître |
|---|---|---|---|
| Module XI | 2 weeks | Chapter 19 | Un Homme qui a tout fait ... |
| | | Chapter 20 | Le Chôc métrique |
| Module XII | 2 weeks | Chapter 21 | Ça arrive même dans les meilleures familles |
| | | Chapter 22 | L'Amour: Part I |
| | | | L'Amour: Part II |
| Module XIII | 2 weeks | Chapter 23 | Sauriez-vous conduire? |
| | | | Sept remèdes à la fatigue du matin |
| | | Chapter 24 | "Chère Marie, Reviens" (in packet) |
| Module XIV | 2 weeks | Le Malentendu | |
| Module XV | 2 weeks | Huis Clos | |

## II.3. Testing and Grading: French 101, 102, 103

Each module contains three types of written and oral tests, generally similar in form and in content:

1) Self-checks that will enable students to test their knowledge of the material as they progress through a module (included in the Learning Packets).

2) A required practice test taken after completing a module. (Graded Pass/Fail, minimum B-).

3) A Module Achievement Test. Depending on his/her score, the student proceeds to the next module, or reviews the material and takes an alternate form of the test. The test examines all four skills. Each is worth 25%. The combined total must equal 80% (B-).

a. The Listening, Reading, and Writing portions of all Modular Achievement Tests must be taken during a single block of time. If a student removes a test from the Learning Center, or leaves in the middle of a test for an interval without completing these three portions, the entire exam will be discounted and must be retaken.
b. The Speaking portion of the Modular Achievement Test may be taken any time before, along with, or any time after the Listening-Reading-Writing portion.
c. A student must inform the Instructor when she/he intends to take the Speaking portion of the exam before she/he begins any portion of it.

The Listening portion of the Practice test is taken with a cassette recorder, with unlimited stop and rewind privileges. The Modular Achievement Test is taken with a reel-to-reel recorder, with stop, but no rewind privileges. The listening comprehension exams have been recorded by a native speaker and all items are repeated twice. The speaking test is taken with the instructor.

## II.4. The 104 Level

The 104 materials and requirements are somewhat different from those of 101 through 103. Below is the suggested syllabus, followed by a description of the course.

French 104.07 Individualized Instruction

Required Texts:

Le Monde français, Bragger and Shupp
Learning Packet Manual, French 104
Aérodrame, DeHarven or
Suivez la piste, DeHarven — lab material

| | Approx. Time | Aérodrame or Suivez la piste |
|---|---|---|
| Module XVI | 2 weeks | Episodes 1-5 |
| Module XVII | 2 weeks | Episodes 6-10 |
| Module XVIII | 2 weeks | Episodes 11-15 |
| Module XIX | 2 weeks | Episodes 16-20 |
| Module XX | 2 weeks | Episodes 21-25 |

Le Monde français/Learning Packet (choice of 5)

1. Medieval literary excerpts and selections from contemporary civilization.
2. 16th century literary excerpts and selections from contemporary civilization.
3. 17th century literary excerpts and selections from contemporary civilization.
4. 18th century literary excerpts and selections from contemporary civilization.
5. 19th century literary excerpts and selections from contemporary civilization.
6. 20th century literary excerpts and selections from contemporary civilization.
7. Francophonic world literary excerpts and selections from contemporary civilization.

The student chooses one lab program, Aérodrame (completely in French) or Suivez la piste (directions in English, but French more difficult), listens to five episodes per module, and takes a quiz on the material. This comprises the listening comprehension portion of each of the five modules of 104. (Lab manuals printed by OSU facilities; tapes by the EMC Corporation).

The student then chooses areas of literary concentration, one area per module. Seven areas are available, a maximum of five may be chosen for the maximum five credits available at the 104 level. Literary excerpts are in the packets themselves. The student buys only those packets which he will use, not all seven.

The student is directed to readings in Le Monde français which correspond to the century of literary concentration. For example, if the student chooses the eighteenth century module, she/he is directed to readings in Le Monde français regarding the French Revolution. However, since excerpts from Rousseau's "Sophie" (Emile), a treatise on the education of women, is one of the readings, passages regarding the women's movement in 20th century France are also suggested. Thus, the student may compare francophonic literary-cultural history with that of modern France.

In preparation for the Modular Achievement Test, the student in 104 is expected to prepare a ten-minute oral report for the instructor, and write a two-page essay in French. Related topics are suggested in the

learning packet. The student also takes a required practice test. All work must be at the B- level or above before the student may take the Modular Achievement Test. The score on the test is the grade for that particular module or unit of credit.

II.5. Evaluation and Grading Levels 101 through 104

The required 80% proficiency carries a grade of B-; 83% a grade of B; 88% a grade of B+; 90% a grade of A-; and 93% a grade of A. The final grade is the average of all the grades for that particular quarter. Progress is sequential from module to module; there is no final exam. Grades are averaged separately for each quarter.

Retest Policy

1) Practice Tests. A student who does very poorly on a practice test may be required to retake the practice test at the discretion of the Instructor. Such information is recorded on the student's grade sheet.

2) A student who achieves below 80% must retake a different version of the Modular Achievement Test. The student must wait a minimum of 24 hours and demonstrate the review and study she/he has done.

3) A student who achieves 80% or above on a Modular Achievement Test may retest. This retest must be taken before work for the following module is begun. Once a student begins work on the following module, no retests are permitted for previous modules.

| | |
|---|---|
| any grades for mods. I-V | are recorded as Fr. 101.07 |
| any grades for mods. VI-X | are recorded as Fr. 102.07 |
| any grades for mods. XI-XV | are recorded as Fr. 103.07 |
| any grades for mods. XVI-XX | are recorded as Fr. 104.07 |

III. Physical Facilities

III.1. The Learning Center: 1977-1978

During the pilot year, 1977-1978, the French Individualized Learning Center, known as the FILC, shared space with the Spanish Individualized Program. The Center was a large room, with a somewhat smaller room across the hall. The first quarter of operation, Autumn 1977, the FILC was open 8-10 am and 12-2 pm. The Spanish staff was in the Center 10-12 and 2-4. Both programs shared the Center 4-5. This arrangement proved unsatisfactory, largely because of attendance patterns. Students rarely came at 8 am, but often too many showed up at 9. They usually couldn't finish their work by 10 am. Occasionally, the instructor or the program coordinator would have to stay after 10 am, thus interfering with time allotted for the Spanish program. Soon the students learned that it was better to come 12-2. But there were so many more who came 12-2 than 8-10, that again, the hours ran overtime. The original pilot program admitted 60 students and provided two FILC instructors, one in the morning, the other in the afternoon; the program coordinator was available from 4-5. The morning instructor often found herself with little to do, while the afternoon instructor was often overwhelmed with students.

For Winter, Spring, and Summer quarters, the hours were changed. Mondays, Wednesdays, and Fridays, the Center was open 1-5; Tuesdays and Thursdays from 9-1. The Spanish program had the opposite schedule, and this arrangement proved much more satisfactory.

The Center was at that time equipped with three teacher's desks and chairs, two filing cabinets each for the French and Spanish programs, student desks, a few couches and tables, and a partition in the large room to block off the testing area. The other room contained an instructor's desk and chair, student chairs, and three cassette listening booths.

Testing proved to be a problem because of the physical arrangement. Testing was to occur in the partitioned area of the Center, but noisy conditions caused many students to complain. Furthermore, it was difficult to administer the listening portion of the exam to each student. To address this problem, all listening comprehension portions were put on tape. The practice exams were on cassettes, and modular achievement tests were on reel-to-reel, with rewind privileges only for practice exams. All testing was moved to the smaller room with the listening booths.

## III.2. The Learning Center: 1978-1979

Beginning Autumn Quarter 1979, the French and Spanish Programs no longer shared quarters. Spanish retained the large room. French took the other room, and added another small room next door. This small room was used for testing, and the tape decks were moved there. (The Spanish Center got its own tape decks.)

The main room for the FILC now contains three teacher's desks and chairs, student chairs, couches and low tables for the group conversation area, a small library of supplementary French materials, and six filing cabinets for exams and related materials. Fresh exams are kept in the filing cabinets, whereas exams which students have taken are filed in the teacher's desks along with test answer keys and various student records.

The smaller room contains three listening booths, a cabinet for recorder and exam tapes, a storage cabinet, and tables and chairs for students. No books or other materials are permitted in the testing area. The room is checked at irregular intervals, and students know that an instructor can walk in any time, usually to set up an exam for another student. Cheating and discipline problems are negligible.

Both rooms contain decorative realia giving the room a French atmosphere not possible in most college classrooms. Faculty teaching in classroom sections occasionally send students to the FILC for make-up exams. The FILC is also available for meetings by members of the French section.

Tapes to accompany the textbooks are available in the Center. However, since the listening booths are used for exam purposes, the textbook tapes in the FILC are limited to handicapped students only. (In 1977-1978, textbook tapes were available to all, but it was difficult to keep track of them, particularly at busy times. Several tapes were lost. This is not a problem with the limited number of test listening comprehension tapes.)

The two rooms are kept locked when not in use. Other equipment includes bulletin boards and a telephone.

### III.3. The Listening Centers (Language Labs)

The Listening Centers at The Ohio State University are responsible for audio material for many programs, of which language programs are only a part. The three main listening centers are Cunz, Denney, and West Campus.

The Listening Centers offer free duplicating facilities. By bringing in their own blank cassettes, students may duplicate them free of charge on Listening Center equipment. They can then listen to these tapes at home. The College of Humanities at OSU also made arrangements to have tapes available in the public libraries in the Columbus area.

The modern language building at OSU is Dieter Cunz Hall, where all the individualized language centers except for Latin are housed. Since the Listening Center is also in Cunz, students are requested to use its facilities for listening to tapes, reserving the booths in the FILC for exams only. It would be ideal, however, to have enough booths in the FILC for all taped activities.

## IV. Staffing

### IV.1. Instructor/Student Ratios

The pilot program of 1977-1978 operated with a program coordinator, two instructors (1 per 30 students), and one or two GRAs (Graduate Research Associates) who were responsible for writing tests, packets, and other material. Enrollment the first year was limited to 60 students per quarter.

During the second year, we operated with a somewhat different staffing arrangement. The program coordinator remained in charge of supervising students, staff, and recordkeeping. Other responsibilities included serving as liaison with the Department of Romance Languages, the College of Humanities, and various other University divisions, and generating program materials. The research staff had been phased out.

Section size for classroom track French is 27 students per instructor. In the individualized programs, one instructor is assigned for every 30 students. During Autumn, Winter and Spring quarters, seven instructors are assigned to the individualized program, for a maximum of 210 students.

It is difficult to predict quarterly enrollment figures with great accuracy. During the academic year 1978-79 there were approximately 200 students in the individualized program. The first week of classes saw the enrollment jump to close to 240 students. The program, with its features of self-pacing, flexible scheduling, and B- minimum sounded very appealing to many students. However, as the quarter progressed, some students became disillusioned when they learned that they actually had to work and earn that B-. Final enrollment figures for the year stood between 150-170 students in the program per quarter. The instructor/student ratio was one to 24, nearly identical to the classroom sections.

Because of its flexibility and the pattern of attendance, the individualized program can accommodate students quite adequately with a ratio of one instructor for every 30 students. As we achieve that ratio, the individualized program will become slightly less expensive for the Department to operate than the classroom program.

* * * * * * * * * * *

The individualized instruction program in French is now in full operation. Plans are being made to add extensive "culture packets" and to individualize the fifth quarter of French instruction as well. The faculty and staff of the program are happy to share our materials, methods, and experiences, as per terms of the Grant from the National Endowment for the Humanities, with any and all interested persons.

## QUESTION AND ANSWER SESSION

*Audience Participation as recorded by Sharron S. Saam*
*Responses by presenter, Martha M. Pereszlenyi*

Q: *You seem to work primarily with graduate teaching assistants. Where are your senior faculty?*

A: Senior faculty traditionally teach upper level and graduate level courses. GTAs handle the 100 level courses. However, if a senior faculty member expressed a desire to teach in the Learning Center, he or she would be extremely welcome. Senior faculty have often been invited to tour the facilities and to comment on the Program.

Q: *If you had it to do all over again, what would you do differently?*

A: I would structure the program more stringently with regard to requirements, and what we expect of students with regard to performance. Most students are familiar with teacher-paced, lock-step classroom environment. They are unaccustomed to the "freedom" of the individualized program. Students had trouble pacing themselves, tended to procrastinate, and often fell far short of their expectations concerning the amount of work they hoped to achieve. Based on students' personal statements and evaluations more clear-cut deadlines, requirements, and guidelines are needed.

The staff has responded with various requirements, deadlines and rules.

Q: *As a large University, you have a pool of possible staff members (graduate students) for the Learning Center. What about a small school with limited enrollment, space, and staffing? How can individualized instruction be implemented in a small school, college or university, especially with regard to time?*

A: If you are a one-person department, or perhaps the only faculty member interested in individualized instruction, then you may simply have to work out your own unique system. However, let me propose three plans as a working model. Let us assume that you have about 60 students and two instructors available, perhaps you and an assistant. Under plan I, one person can staff the Center in the morning, the other in the afternoon. Both of you will be putting in about two hours per day.

Plan I

| | Monday through Friday |
|---|---|
| Instructor A | 9 - 11 a.m. |
| Instructor B | 1 - 3 p.m. |

The disadvantage is that the instructor is alone and may on occasion be faced with a great many students. From the student's point of view, the disadvantage is that she/he may wish to stay longer than the two hours. Plan II permits overlapping hours:

Plan II

| Monday through Friday | |
|---|---|
| 10 - 11 | A |
| 11 - 12 | A |
| 12 - 1 | B |

Plan III is a variation of II and illustrates how mornings and afternoons can operate with overlapping hours:

Plan III

| Monday-Wednesday-Friday | | Tuesday-Thursday | |
|---|---|---|---|
| 9 - 10 | A | 1 - 2 | B |
| 10 - 11 | A | 2 - 3 | B |
| 11 - 12 | B | 3 - 4 | A |

Q: *How many versions of tests are there?*

A: There should be at least four versions of exams (A, B, C, D, etc.), as well as the practice exam.

Q: *When it is time for signing the contract, does this affect fees in the form of refunds or extra charges?*

A: There is a flat tuition rate for full-time enrolled students at OSU. If the student is enrolled part time, however, there may be difficulties. If the part-time student contracts for more than the number of hours for which she/he originally registered, the student would be billed for the extra hours. The procedure at OSU precludes refunds for any courses after the 4th week of the quarter.

Q: *Is there a net loss or gain regarding the number of credit hours for which a student registers and the number for which she/he contracts?*

A: Normally, a student registers for language credit in blocks of five credits, which is the number of credit hours for the classroom track. In practice, however, students contract for approximately three hours each.

Q: *How is the state subsidy affected by the net loss of credit hours at contract time?*

A: State subsidy is determined by 14th day enrollment figures, and therefore is not affected by the contracts signed in the 7th week.

Q: *Does the student plan each week at a time?*

A: No. The student is given a personal syllabus, called a "program planner" at the beginning of each quarter indicating dates, required activities, etc. The student is expected to make out a program for the whole quarter. The student is better off with a synopsis of the whole quarter rather than a weekly program.

Q: *What if the student changes his/her mind during the third week?*

A: The student is given a new form and asked to prepare a revised schedule.

Q: *Do you have student rosters and data sheets?*

A: Yes. The student rosters are the same computer print-outs used by all classes at the University. To insure that a student has actually shown up and participated in orientation, we require a data sheet. Rosters and data sheets are kept on file in the individualized office.

Q: *What about grade files?*

A: Student progress is recorded on a separate grade sheet for each and every student. Active files are kept at the Center; inactive files are kept in the individualized office. Grade lists are recorded at the end of each quarter. Duplicate files are kept in the Romance Language Department main office.

Q: *What does a chapter mean in terms of the amount of work?*

A: We suggest about a week per chapter. There are approximately two chapters for every module (credit unit) of work. The student is required to attend one group conversation per chapter, lasting approximately 45 minutes. He must turn in 4 required activities (homework) per chapter. Checking them with an instructor, along with questions, may take 5 minutes to 1/2 hour. The practice test with immediate correction takes about one hour. The modular achievement test takes 1-2 hours, assuming that the speaking test and immediate correction follow. The above must be accomplished in the Learning Center. The amount of time that a student spends with tapes, working individually with other students, and studying at home varies a great deal.

Q: *Why must the student wait 24 hours before retesting? Is there anything sacred about 24 hours?*

A: We mean that the student must wait at least one day before retesting. We want to insure that she/he spends adequate time studying the material.

*Q: Do students complain about the waiting period?*

A: No. They are usually disappointed with their performance and want the time to study more.

*Q: Are the goal options available for the first as well as later semesters (quarters)?*

A: Goal options are available for modules I-XIII. Modules XIV and XV are literary modules, plays in the original French. Goal options are not available at the 104 level. However, the 104 course is extremely flexible and offers a variety of materials.

*Q: Is there any option to literature as reading options?*

A: At the 104 level, students have the choice of six classroom tracks at OSU: literature, conversation, "the French now," civilization, science and philosophy, scientific reading. The individualized track is a composite of the first four, and is considered the "seventh" 104 track.

*Q: Is all the instruction handled by TAs?*

A: Primarily, yes, as is the instruction at the beginning and intermediate levels for all French courses at OSU. However, faculty at the rank of instructor or lecturer also teach in the Center. Dr. Donald Corbin, coordinator of the basic language program, has also taught in the FILC.

*Q: How do students entering from high schools know at which level they should start?*

A: Freshmen and transfers would take the proficiency exam offered for all students with previous exposure to French. The proficiency exam has proved quite reliable in predicting success and indicating placement.

*Q: How does the administration process the credit contracts?*

A: The credit contract is really a variation of a "change ticket" or an "add/drop" form. A copy of the contract is sent to the student's college office (College of Arts and Sciences, Engineering, etc.). There, a secretary transfers the information onto a change ticket (add/drop form). The student is dropped from the couse, then added for the number of contracted hours. Students who drop by the fourth week of the quarter receive no mark. Students who drop between the fourth and seventh week of the quarter receive a "W." (After the seventh week, no drops are allowed; students can only receive grades A through E.) The change tickets by which the contracts are processed are pre-dated for the fourth week. Thus, the computer registers the student for the new hours without showing a "W" for any dropped hours. At the end of the quarter, the grade cards show the contracted number of hours, not the original enrollment. (At contract time, students who choose not to alter their original enrollment are still required to sign the contract, to emphasize the importance of finishing the work. Their contracts are kept in the department, not forwarded to the College office.)

*Q: What if a student finishes more than the number of credit hours, or does not finish the contracted hours?*

A: A student who finished more than the contracted hours would officially enroll for them the following quarter. In terms of actual work, she/he would take up where she/he left off. A student who fails to complete the contract receives an "E" (failure for entire course).

*Q: Can a student earn the maximum 20 hours in one quarter?*

A: Starting at the 101 level, theoretically yes. In practice, however, it would take an extraordinary student with extraordinary motivation. The most ever accomplished in one quarter was 11 credits: we had two graduating seniors who had to complete the work in less than ten weeks.

*Q: What happens if students forget materials between modules, or they need extensive review?*

A: This is handled on an individual basis with suggestions appropriate for the particular student.

*Q: How does one score the exercises?*

A: A grade is awarded only for modular achievement tests. All other materials are evaluated, at the discretion of the instructor, and must be at least B- level. Work below par must be repeated before the student is permitted to continue.

SESSION II, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN GERMAN

*Loring Ivanick*
*Arthur Krumsee*
*Sue Lancaster*
*Stanley Nuehring*
*Michael Swisher*
*Heimtraut Taylor*
*Edward Weintraut*

*Abstract*

*Individualized German includes the first 2 courses (101-102) at the introductory level. All curricular materials were created specifically for use in the individualized setting. The text contains all grammar explanations, exercises, drills, reading selections, etc. Features of the individualized program include: variable pacing, variable credit, mastery-based learning, a flexible schedule, and some choice of goals. Enrollment procedures are described. A computer component (DECU) offers additional explanations and exercises on grammar.*

*Full Text*

Individualized Instruction in Elementary German consists of a series of ten learning sections, which are called units. There are five units each in German 101.02 and 102.02, and each of these units yields one credit hour. The completion of the first five units is thus equivalent to the completion of the 101.01 classroom course. All textual materials are included in the learning packet Anders gelehrt, anders gelernt developed by Professor Werner Haas and his graduate assistants Art Krumsee and Loring Ivanick. When the Department of German at The Ohio State University decided to develop an Individualized Instruction program, Professor Haas and his staff agreed to generate the entire curriculum, rather than create materials around existing text. Therefore, the German program is self-contained. The text includes all explanations, exercises, etc. It may be revised at any time, as needed, without requiring the consent of authors and publishers outside the University.

Because the process of creating all the materials proved very time consuming, the German program was not implemented until Autumn Quarter 1978. Although at the present time the German individualized program consists of 101 and 102 only, intermediate courses 103 and 104 are planned for the future.

## Basic Features of German Individualized Instruction

In both the classroom and the I.I. program we emphasize a four skills approach--that is, students should achieve a certain degree of proficiency in the basic communicative skills of speaking, listening, reading, and writing. Although the goals of these two options for language study are the same, individualized instruction differs from the classroom track in the following ways:

1. Variable Pacing. Students set their own pace of learning rather than follow one set by an instructor. The student record sheet, which is found on the second page of each unit, guides him/her step by step through the program. Although students work at their own convenience, they should keep in mind that language is a skill which demands regular practice; we suggest that they visit the Learning Center as often as possible.

2. Variable Credit. Unlike most other courses, the number of credit hours one receives depends on individual learning pace. Since each unit is worth one hour of credit, the number of units students complete per quarter will determine how many hours of credit they will earn, which can be as few as 1 or as many as 10.

3. Mastery-Based Learning. Students have to demonstrate a minimum level of competence in each unit before being allowed to move on to the next. The acceptable minimum is 80%, which is equivalent to a grade of B-. Students can take their exams after completing the self-test in each unit. If they score less than 80% on a test, they must review the material and retake the test, at their convenience, until this level of mastery has been achieved.

4. Attendance and Instruction. The classroom for this course is the Individualized Learning Center, Room 424 Dieter Cunz Hall of Languages. During the first week of German 101.02, there are orientation sessions, when an instructor guides students through a part of Unit One. Upon completion of these orientation sessions, students proceed at their own pace. From then on we hope that they will come to the Learning Center at least once a week; they may, of course, come more often, and at times convenient to them. They must take all tests at the Center, where an instructor will grade the exam with them as soon as they complete it. During the last two weeks (the last week of the quarter and finals week) students may not attempt to complete more than one credit unit of work.

5. Goal Options. Starting with Unit V, students may choose as an adjunct to the unit's material one of the following personalized areas: Cultural History Readings, Modern Life Readings, Writing, or Conversation. The topics under each of these headings change from unit to unit. If students want to emphasize a particular skill, they can work consistently with one of the four categories. If not, they can simply choose the topic which interests them the most. The goal options simply permit students to explore areas of particular interest.

## Credit Hours Procedures

Students enroll for five credit hours at the beginning of the quarter. During the seventh week of the quarter they consult with an instructor about their progress. Based on that consultation, they can:

a. keep the five hour designation
b. drop hours, if they think that they will complete fewer than five units
c. add hours, if it appears they will complete more than five units.

The student and the instructor sign a contract in the seventh week reflecting student's decision. On the last day of contract week we take copies of the contracts to the various college offices, and the necessary changes are made. Credit hour changes can only be made during the seventh week, and only by presenting the contracts to the colleges. If students do not sign a seventh week contract, we assume that they will complete five credit hours.

The number of hours students sign up for in the seventh week is binding. Failure to complete the credit hours signed for can result in an Incomplete or a failing grade for the entire course.

Grading

At the end of each unit, students take an achievement test. Course grades are determined by the average of the achievement tests. Number grades are kept in our records and are converted to letter course grades at the end of the quarter. Our grading system is as follows:

| | | | |
|---|---|---|---|
| 93 - 100 | = | A | (4.0 points) |
| 90 - 92 | = | A- | (3.7 points) |
| 87 - 89 | = | B+ | (3.3 points) |
| 83 - 86 | = | B | (3.0 points) |
| 80 - 82 | = | B- | (2.7 points) |

Facilities

1. The Learning Center. We encourage students to come to the Learning Center as often as possible, since it is the best place to practice speaking German. They may also consult with instructors, listen to tapes, discuss the printouts of their CAI work, watch the "Guten Tag" videotapes, and meet with their fellow students. They must come to the Center to have their required work checked by an instructor, and to take their unit exam.

2. The Listening Centers. At these language laboratories students will find tapes and tape scripts for each of the units of the German program. There are three labs on the campus:

Room 108 Dieter Cunz Hall
Room 60 Denney Hall
Upper Level, Learning Resources Center, West Campus

3. CAI/CBE Centers. At various locations throughout the University there are computer terminals where students can test their understanding of the grammar which they have learned in any given unit with the help of computer assisted instruction.

* * * * *

At the present time students' evaluations of the program have been quite favorable. The atmosphere in the Learning Center is friendly and stimulating for the individual students. Since the German program is only in its third quarter, we hesitate to make any definite statements regarding the success of the program.

Although the entire Individualized Instruction Program in German is supervised by Professors Werner Haas and Heimy Taylor, the Learning Center is actually staffed by Graduate Teaching Associates who are introduced to the program each quarter by Professor Haas. In the following section, Sue Lancaster and Stan Nuehring summarize the special skills required of instructors working in Individualized Instruction.

## THE ROLE OF THE INSTRUCTOR IN AN INDIVIDUALIZED PROGRAM

Sue Lancaster

The instructor's role in individualized instruction (I.I.) differs considerably from the tasks and responsibilities of the traditional classroom teacher. The I.I. instructor must remain accessible to students and carry out general administrative tasks (e.g., signing contracts, checking out audio-visual materials) and is, for this reason, often regarded as a "tutor." However, the actual teacher role in our program considerably exceeds any mere tutorial function.

The design of our textbook requires students to bring specific drill-sheets, computer print-outs, and practice tests into the Learning Center for evaluation by an instructor. In addition to "one-on-one" oral drills and exercises relating to these materials, the teacher's role proves extremely important in promoting and facilitating additional conversational skills, as well. Although the students make frequent use of the tapes and films in the lab, the regular meetings with the instructor enhance, to the greatest extent, the students' oral-aural abilities. Since any number of students on any level of first year German might be present in the Learning Center at a given time, a major requirement for an I.I. instructor consists of flexibility and experience in classroom instruction. The teacher must be able not only to respond to questions and converse with the student on an "as needed" basis, but must also be able to teach across several levels, while shifting smoothly from one student to the next. Since this transition might very well entail a jump from a drill on the subjunctive case to a Chapter 1 "conversation," the instructor needs a fair amount of experience from which to derive adequate explanations, exercises, and ideas.

Many of the potential problems of teaching the whole of German grammar on an "impromptu" basis are overcome by the very structured text we use. Since the students are required to present materials such as prepared exercises, print-outs, and quizzes, efficient transition from one student to the next is insured through a quick glance at these materials, which in turn serve as reminders and inspiration for conversational practice. For example, a cursory glance at an exercise sheet on the accusative case immediately cues the instructor to the student's level (Chapter 2), vocabulary capabilities, and needs, without any time-consuming exchange (often in English) between teacher and student. Such efficiency is especially important on a busy day, when a smooth transition and friendly smile can prevent a discouraged and impatient student from walking out.

Transition is also important in shifting smoothly from one instructor to another, during the day and between quarters. Since at least two teachers are usually present during peak hours, this shift generally passes virtually unnoticed. A potential disruption might occur early in the quarter, if the staff is rotated from classroom to I.I. as is presently the case in our department. Because most students are enrolled for a 2-3 quarter period, much of the work is completed during vacations and quarter breaks. Thus, several students arrive in the first week of any given quarter expecting to satisfy the requirements for a chapter or two. As a result, the Learning Center's smooth operation from Day 1 depends on the presence of an experienced I.I. instructor as each new teacher undergoes a general orientation period.

The success or failure of this program depends largely on the experience and flexibility of the staff. The imagination and enthusiasm of the instructors are crucial to providing motivation and significant interaction with each student.

## ACQUIRING ORAL SKILLS IN INDIVIDUALIZED INSTRUCTION

Stanley P. Nuehring

Correlated with grammar lessons, yet reflecting contemporary German idiom, the oral skills in The Ohio State University individualized German program (Anders gelehrt, anders gelernt, Haas et al.) are centered around instructor-student exchange. Three times during a unit the student presents both his written practice sheets and oral skills for review. After reviewing the practice sheets and clarifying any grammatical points, the instructor and student concentrate on the oral skills.

The initial session in each unit is the most tightly structured, and includes the unit dialog and new grammatical material. Drilling and repetition play important roles in this first meeting. Learning objectives covered in this session are the following: precise pronunciation of new vocabulary items, conversational speed in reading the dialog aloud, and the ability to provide brief answers to content questions. The questions and answers usually make use of newly acquired grammatical skills.

The subsequent oral session follows the student's presentation of the second practice sheet. By this time all unit grammar has been explained and practiced. Instructor and student can now engage in broader conversational exchanges, which require the student to supply original responses.

This meeting can benefit from visual and other aids — posters, illustrations from magazines, and, when possible, other students. Two benefits result from having a wide variety of aids: first, the instructor has good opportunity to increase the student's vocabulary beyond the text. Second, other students contribute by making the conversation less artificial, and offering longer and more complex statements.

The final session occurs before the Selbsttest and Achievement Tests. This last portion combines the grammar and writing skills with oral technique in a section entitled, "Wir hören, wir sagen, wir schreiben." Generally, the student is required to speak and write about hypothetical situations based on contemporary German life. Chapter three may serve as an example.

The student has mastered the dative case, dative verbs, and two-way prepositions. He is now given a city map and asked to provide directions. By combining the new material with the imperative mood acquired in Chapter One, the student can provide information he might encounter in contemporary German society. After this exercise in communicative skills the student studies a list of noun objects and a list of locations. The instructor then inquires about the location of these objects: "Wo finden Sie ---?; Wo kaufen Sie ---?," etc. Finally the student presents a written Heiratsannonce (based on the subject of the unit dialog). This last exercise can easily be supplemented with oral discussion about the ideal Lebenspartner(in).

The heart of these oral skills sessions lies in the efficient practice of new material combined with previously acquired skills. Following a carefully ordered structure the student is expected to assimilate, modify, and expand past oral experiences into new conversational skills, thus acquiring the oral skills of contemporary German idiom.

## DECU (DEUTSCHER COMPUTER UNTERRICHT)

Heimy Taylor

One of the unique features of the individualized instruction program in German is the computer component DECU developed by Heimy Taylor and Werner Haas. The CAI component probably would not have been included in individualized instruction if a similar program had not already existed for the classroom tracks. While DECU is not absolutely necessary for the total individualized instruction program in German, we feel its removal would weaken the total package considerably. DECU was written in the IBM Course-writer III computer language and is easily exportable. Students do their CAI work on terminals located in different buildings on the OSU campus.

When one thinks of individualized instruction and computerized instruction, their real and intrinsic relationship comes to mind. CAI embraces several principles which also characterize individual instruction. Some of the major principles involved are: variable pacing, one-to-one tutoring, branching techniques, and a fixed standard of competency. Because of this natural partnership between CAI and individualized instruction, we feel DECU is a valuable part of our individualized instruction program. Since individualized instruction permits students to take their time and CAI provides the opportunity to practice and review over and over again those areas which cause them difficulties, students should eventually be able to master the requirements of a language course.

The goal of DECU is to provide individualized and highly controlled instruction in the field of German grammar for a first-year college course. It makes use of the tutorial method, i.e. a close working relationship between teacher and student. The computer responds to the students' work with the kind of advice and hints normally given by an experienced teacher. The program is designed so that it anticipates students' difficulties and responses; each feedback is geared to their individual answers. The memory capability of the computer offers tremendous opportunities for such tutorial teaching because it can store large quantities of information relating to difficulties and mistakes most frequently made by a student learning German. After a student selects the segment he/she wants from an index, and after typing the proper number and letter, he/she is branched to that particular section. Each segment starts with a brief text which reviews the grammar to be covered (for example, two-way prepositions). After this text is typed, the student is given brief instructions as to the several types of exercises available: fill-in-the blanks, synthetic drills, sentence completion, sentence rearranging, and in some very limited cases, translation. The student types in an answer and receives a response from the computer. If the answer is correct, students are branched to the next item. If the response is wrong, a clue regarding the nature of the mistake is given and the student must try again. Depending on the complexity of a given section, between five and twenty-five anticipated wrong answers are programmed for each exercise or problem, and hints or responses are provided for these wrong answers.

The program distinguishes between good and poor performance. If students did well, they can go to a new segment, continue with the one on which they were working or sign off. Once a student has completed a segment, a score is given and students are asked what they want to do next. Those students who made too many errors are advised to repeat the section. This approach serves to reinforce both grammatical patterns and correct sentence structure.

There is one "crutch" which the student can use if he/she has responded several times and still does not understand the nature of his/her mistake. If students type in the word "help," the computer will type out the correct answer. Students must show they have taken note of the correct answer by repeating it. Obviously, students are encouraged to use the "help" command sparingly since excessive use would defeat the purpose of the program.

We realize that DECU is not the answer to every student's problems, and it certainly is not a miracle worker. As must be the case with any sophisticated new tool of educational technology, many improvements need to be made, and a great deal of learning is to be done as we gain experience However, we feel DECU is helping our students in individualized instruction to learn German grammar. In general, students' comments have been favorable and they seem to appreciate it as part of the total Individualized Instruction program.

SESSION II, CONTINUED

# A BETTER MOUSETRAP?
# INDIVIDUALIZED LATIN AT THE OHIO STATE UNIVERSITY

*Douglas N. Lacey*

*Abstract*

*Individualized Instruction in Latin was first offered in 1975, in response to decreasing enrollments, decreasing linguistic skills, unrest over the language requirement, students' complex schedules, and the need for greater faculty involvement. The program is self-paced, mastery-based and offers variable credit. Enrollment procedures, credit contracts and grading are described. Various problems that had to be resolved were: transfer from the individualized course to the classroom; demands on staff time and expertise; the inability of some students to achieve 80% mastery; negative attitudes among the staff. A departmental evaluation in 1978 led to redevelopment of the program. The former text was phased out, a new text was created, and testing and grading procedures were revised. Composition (English to Latin) and more verbal practice were added. Permanent staffing patterns were planned; faculty are now involved more extensively, and a more consistent pace is required of students.*

*Full Text*

In the Autumn of 1975, the Department of Classics at Ohio State began an experiment in individualized instruction in Latin. Subsequently, the National Endowment for the Humanities awarded a substantial grant to develop, implement, and evaluate individualized instruction in six foreign languages, of which Latin was one. The purpose of this report is to summarize the background, experiences, results, and transferability of the Latin program which evolved from this grant.

The experiment itself was the result of some rather long-term assessments by members of the Department of Classics of the relationship between the elementary Latin program and the needs and desires of the students. This assessment brought to light the following problems:

1. Lower enrollments in colleges and universities, projected by almost every demographic report, would decrease the pool of traditional foreign language students. Thus, potential non-traditional clienteles would have to be identified and accommodated in order to maintain and expand current enrollment levels.

2. Decreasing linguistic skills on the part of entering students would necessarily alter the approach to new foreign language learners and the expectations of a four-quarter language requirement.

3. Negative attitudes toward the learning of a foreign language such as Latin would have to be studied and improved upon wherever possible.

4. Increasingly complex work and study schedules among college students would have to be accommodated.

5. Classics faculty members would have to recognize that elementary and intermediate courses are crucial to a large undergraduate and graduate program in Classics. Furthermore, the faculty would have to play a much more active role in those courses.

From this assessment came the basis for the experiment in individualized instruction in elementary and intermediate Latin. The aim of the project was to institute an individualized track at the skill-building levels (Latin 101 and 102) of the four-quarter sequence, which would exist side-by-side with the regular classroom track. The individualized track was defined by the following components:

1. Variable Pacing: there would be no set meeting or attendance requirement; rather, the students would come to a Latin Center for studying, consulting, and testing whenever they felt it would be advantageous or necessary. The center would have a flexible schedule to accommodate students at many different times during the day and evening.

2. Variable Credit: instead of the required five hours of credit per quarter, as in the lock-step classrooms, students would be able, late in the quarter, to adjust the number of hours of credit upward or downward to reflect what they would actually accomplish by the end of the quarter. The intensive, as well as the under-prepared students, could be served by this component. Grades would be given only for work accomplished.

3. Competency-Based Learning: a level of 80% would be required of students on quizzes and tests before they would be allowed to proceed to the next step of the course. Alternate quizzes and tests would be required for students falling below 80%, so that they could demonstrate mastery before continuing.

These three components formed the nucleus of the individualized track.

The authors of the proposal felt that the individualized option would go far in meeting the needs outlined above. The wide span of hours would enable both non-traditional students and students with heavy work schedules to study a foreign language without further straining already complicated schedules. Variable pacing and competency-based learning would enable the slower students to learn the basic skills well before moving ahead, while it would enable the faster students to outstrip the classroom pace and move ahead in the sequence. The problems of under-preparation would be minimized in this environment. If the learning processes were developed along these lines, it was believed that, over a period of time, individualized instruction might have a positive impact on attitudes toward foreign language study.

The success of the experiment was to be based on the following criteria:

1. The effectiveness of individualized instruction in the teaching of foreign language.

2. The cost-effectiveness of the program.

3. The effectiveness of the program in countering high rates of attrition, low enrollments, and negative attitudes.

4. The adequacy of the materials developed for the program.

It was intended that some measure of flexibility exist between the individualized and classroom tracks, so that students, preferring one mode to another, could transfer without undue complications.

The individualized option was to meet the evaluative criteria in the following manner:

1. The competency-based learning requirement would ensure that students would perform at certain minimum levels well above those of the classroom mode.

2. Because of the flexibility of the program, a relatively small teaching staff could accommodate a larger number of students than the current ratio in the classroom. Also, the individualized option would abolish the need for both intensive and remedial classroom sections.

3. Since the program was success-oriented, attitudes and levels of attrition would be affected positively.

It was generally understood in the Classics Department that the expansion of the elementary and intermediate Latin program would mean higher levels of involvement in this program by all faculty members.

By 1 January 1976, the groundwork had been laid for the Latin individualized program. A center had been assigned that provided room for office space, instructional and tutorial activities, and testing. Early in the development of the program, it had been decided that complete flexibility between the classroom and individualized modes would be maintained. Thus, the project staff decided that the materials already in use in the classroom would be supplemented and used in the individualized track as well. The materials were the Cambridge Latin Course (CLC), Units I - III. The tasks of the project staff were the following:

1. To organize and edit the grammar supplements that were being used in the classroom to clarify the lessons of the CLC; where these supplements were lacking, to create such supplements as necessary.

2. To adapt the classroom grammar supplements to the individualized program by adding a) activities sheets designed to describe how each student should use the materials, b) worksheets and drills, and c) vocabulary lists (which were used in the classroom materials as well). This package was to serve as the individualized supplement to the CLC.

3. To break down Latin 101 and 102 into ten separate units, called modules, each worth one hour of credit; and to provide for each module a) one quiz and two alternates for each lesson ("stage" in CLC); b) one pre-test and two alternates for each module (which consisted of from two to five "stages"); and c) one Module Achievement Test and two alternates for each module. This aspect of the project involved the creation, then, of 93 quiz forms, 30 pre-test forms, and 30 Module Achievement Test forms.

All materials supplementary to the CLC were initially to be provided to the students at the expense of the project; later, a system of cost-recovery would be put into operation, and the materials were to be sold through the bookstores.

The following procedures were established for the students in the individualized track. The procedures were the result of a cooperative effort between the College of Humanities, the project's governing body, and various other academic and administrative offices throughout the University.

1. Students would begin by signing up for five hours (= regular classroom credit) of Latin 101.02 (the .02 designation indicated individualized study).

2. In the first two weeks of the quarter, all new students would attend orientation sessions for one hour each day. These sessions, offered at four or five different times each day, worked much like the classroom sections. Topics included a thorough review of the syllabus for individualized Latin, an introduction to the language, and a set of lessons that would take the students through most of Module One (the first hour of credit).

3. At the conclusion of the orientation sessions, the students were left to work at their own pace. They were told to use the center for studying, instructional assistance, testing, and grading.

4. The center hours were to include approximately 30 daytime hours per week, plus 4 to 6 hours of night-time operation (weekend hours were to be added when the program became fully implemented).

5. In the seventh week of each quarter, students were to review their progress with a member of the instructional staff. At this time, students would sign a change-of-credit contract, a form which, when sent to the appropriate college, would a) add to the original five hours, b) keep the same number of hours, or c) decrease the number of hours of credit. The student, thus, could receive from one to ten hours of credit at the end of the quarter. Since the 101 and 102 portions of the program were divided into 5 hour groups, the grades for work on Modules 1 through 5 would be averaged independently from those for work on Modules 6 through 10.

6. The grades given at the end of the quarter would be the average of the Module Achievement Tests alone. Quizzes and Pre-Tests would be graded on a Pass/Not Pass basis, 80% being the required minimum for passing.

7. Because of the 80% proficiency requirement, a B- was to be the lowest passing grade. C's and D's were not to be given, while E's (failing grades) and Incompletes would be given to those who had not, by the of the quarter, completed the number of hours agreed to on the seventh week contract forms.

8. All credit hour changes were to be retroactive to the third week of the quarter (the last week for such changes without penalty), so that neither the students nor the program might suffer from a late change of credit arrangement.

In the Autumn of 1976, when most of the materials and procedures had been developed, the Latin individualized option opened its doors to all students who desired to take it. The previous year, during which the program had been in its pilot phase, the enrollments had been restricted. The academic year 1976-77 would be the first year of full implementation.

The ultimate decision to retain the individualized option in Latin beyond the extent of the NEH grant was to be left to the Classics Department and the College of Humanities. An extensive evaluation by the department was scheduled to take place in the Spring of 1978, when the department would analyze the program's educational effectiveness and its response to the goals outlined in the original proposal. At some later date, not fixed by the proposal, the College of Humanities would be left with the decision concerning the cost-effectiveness of the program. Extensive and independent reviews were scheduled by NEH during the last year of the project as a whole (1979).

During the first two years of implementation, four problems arose, two of which were immediately remedied, and two of which required much more attention:

1. Two types of time-articulation problems developed. First, students in the individualized track found it awkward to transfer to the classroom track. They might have completed Latin 102 early in the quarter, leaving seven or eight weeks before the next Latin 103 classroom course began. Secondly, students wishing to transfer to the classroom track during the course of Latin 101 or 102 would not necessarily find themselves at the same point as the classroom at the time of transfer. Transfer from the classroom to the individualized was not a problem because the student could begin the individualized program at any point during the quarter and at any point in the materials.

2. Staffing patterns required that all individualized instructors be familiar with the entirety of the materials, since they could be asked about any lesson or exercise at any time. Likewise, the number of contact hours was higher than in the classroom, since the preparatory work and the amount of time consumed by making up examinations were virtually eliminated in the individualized program.

3. A small but significant percentage of students was unable to reach the 80% level at various points in the course, despite a generous number of alternate exams and a generous amount of tutorial help. Also, some students abused the variable pace option of the program by ignoring the program altogether until the last week of the quarter.

4. Attitudinal problems among the staff arose. Since most of the staff had been accustomed to the privacy and control of the standard classroom, negative attitudes toward individualized instruction, in which the students "belong" to no one person in particular, began to make the program unpopular among the instructional staff.

One significant change had occurred in the program in the Summer of 1976. It was decided that Latin 103 would be included in the individualized option as well. Latin 103 was primarily a prose-reading course which used Hammond and Amory's Aeneas to Augustus as its text. The staff subdivided this text into five separate modules and planned the testing for this aspect of the program to be a series of prepared and unprepared passages for translation at the end of each module. All other procedures of the individualized option were to pertain to the 103 units. This change created the need for special attention to staffing procedures; it was felt that the 103 material was unique in the program and would require special preparation on the part of the staff. Thus, two staff members each quarter were to be designated as 103 instructors and were to work primarily with the 103 individualized students.

The two years of full implementation enabled the staff to design procedures to solve these problems in the following manner:

1. The time-articulation problems were solved by allowing an overlap. Since the majority of time-articulation problems now occurred in the transition from 103 to 104, it was decided that a student with one or two hours of 103 left to do would be allowed to enroll in Latin 104 while completing 103. This concurrent enrollment was possible because the materials and procedures were very similar in the two courses. Phasing students into the classroom sections at other levels required more attention and was usually solved by bringing the individualized student up to the point where he or she would be able to match the work of the classroom section. Likewise, students were permitted to transfer from the individualized track to the classroom in the middle of the course. Then, the following quarter, the student would attend the classroom section, while officially enrolled in the individualized option for the appropriate number of hours (fewer than five).

2. The staffing patterns were worked out so that the instructors assigned to the individualized sections would spend from twelve to fifteen hours per week in the center, with no other responsibilities. This was considered commensurate with the classroom load, which required five hours of classroom contact, five hours of office hours, and an undetermined amount of time in the preparation of lessons and examinations.

3. The students who did not seem able to meet the 80% requirement became a significant problem as the program developed. The results of this problem were the intensive re-evaluations of the procedures and materials that took place at the end of the two-year period. The changes decided upon at that time are discussed later in this report.

4. The attitudinal problems on the part of the instructional staff, likewise, were the subject of intense discussion and debate during the departmental evaluation and resulted in some modifications, to be discussed

later. The first two sets of problems, therefore, were solved within the context of the program as it had been first designed; the third and fourth sets of problems became important subjects of discussion during the departmental evaluation process.

The evaluation of the Latin program by the Department of Classics took place in the Spring of 1978, as scheduled. It consisted of the following components:

1. Approximately 200 student evaluations
2. Approximately 20 staff evaluations
3. Studies of enrollment levels, attrition, rates of progress, and grades
4. Administrative reports
5. Comparative testing in Latin 104
6. Recommendations by the departmental Elementary Language Committee.

The evaluation was both formative and summative. Its purpose was to assess the fidelity of the program to the original proposal, recommend changes, and enable the department to vote on the continuation of the program on a permanent basis.

1. Assessment of fidelity: with the single exception of the addition of the Latin 103 course to the individualized option, the experiment was judged to have been completely faithful to the original proposal. The three essential features of the proposal (variable pacing, variable credit, and competency-based learning) had been fully implemented throughout the program.

2. Evaluations: by a large majority (93%), the student evaluations regarded the individualized option favorably. Students rated the flexibility of the program as the most important aspect and found the testing and materials to be adequate. Two common complaints surfaced in these evaluations: a) the gap between the 102 and 103 materials was too large; and b) there was a lack of consistency in the preparation and the grading procedures among the staff. The two most frequent recommendations were to have more hours of operation, and to have more staff available at the end of the quarter. Despite their complaints about its unevenness, the students consistently praised the staff for its willingness to help and for its inherent sense of fairness. Almost 98% of the students reported that they were taking the course to complete the language requirement; of that number most (68%) had selected Latin because it lacked an oral-aural component. Other reasons for choosing Latin were (in descending order of importance) 1) previous study of Latin, 2) relationship to major, 3) improvement in English, and 4) interest in ancient languages. Although it was seldom stated on written evaluations, it was clear from conversations that many had started with Latin because it was initially the only individualized language. Although there was no perceptible increase in the number

of students who went on with Latin beyond the 104 level, attitudes toward the study of Latin had become more positive. When compared with the classroom evaluations, the hostility toward the learning of a foreign language had decreased measurably.

3. Staff evaluations: the evaluations of the staff cited few qualms about the value of individualized instruction as an option. Most of the staff agreed that this option had served a good purpose for a large number of students. Dissatisfaction among staff members focused on the following issues: a) the materials were consistently criticized for the lack of structure and organization necessary for individualized students; b) the testing system was considered cumbersome and inadequate; c) there was a steady pacing among a large number of students; and d) the staff was not adequately prepared for this assignment. It was also noted that assignment to the individualized option, particularly the 103 level, was generally considered more time-consuming than assignment to the classroom. The staff felt that many students had come to the individualized program because they had interpreted it as a guaranteed B-; students were frequently criticized for having manipulated and abused the testing and grading system.

4. Data: a) Enrollments in the elementary and intermediate Latin program had tripled in two years to a total of nearly 350 students in the Autumn Quarter of 1977 (225 of whom were enrolled in the individualized track). b) Attrition had not significantly changed as a result of the individualized option. It had, however, become harder to measure, since many students would disappear and reappear in the program at irregular intervals. c) Student progress in the individualized program was slow. Students were averaging 2.5 hours of credit per quarter, approximately half the rate of the classroom peers. Less than 2% had used this option as an intensive course, while more than 90% had progressed at a rate significantly slower than that of the classroom. d) Grades in the individualized option averaged A- when failing grades were not counted. Counting failing grades, the staff found the average to drop to a C-. The classroom average (counting all grades) was a B. Approximately 25% of the students had received at least one Incomplete or a failing grade during the two-year trial.

5. Administrative Report: the administrative report focused on the viability of the program with regard to the University's administrative procedures. Numerous complications had developed. Students, unaware of how the system was to function, frequently signed up for duplicate credit in courses in which they had already received partial credit. The problems were, however, easily handled with the help of the various administrative colleges. The percentage of administrative problems had increased four-fold over the two-year period as a direct result of the individualized option. It was recommended that a) the system be more fully explained to students and that b) college administrators be consulted to work out consistent solutions to the various enrollment and credit problems arising from individualized instruction.

6. Comparative Testing: the most crucial problems arose when students' achievement in 104 was analyzed. Students in 104 were divided into three groups:

*a. Students who had completed 101 through 103 in the individualized program

**b. Students who had transferred to the classroom at the 103 level

***c. Students who had completed all their work in the classroom.

The comparative grades for these groups were as follows:

Grade averages in Latin 104

* Group 1: B
** Group 2: B+
*** Group 3: A-

(Difference between 101-103 average and the 104 grade for individual students)

* Group 1: one full grade lower in Latin 104
** Group 2: .75 grade lower in Latin 104
*** Group 3: .50 grade lower in Latin 104

It appeared, therefore, that individualized students, although they had received higher grades than the classroom students in Latin 101-103, received lower grades in classroom 104. Likewise, it appeared that individualized students tended to experience a greater decline in their grades in Latin 104 than did classroom students. Explanations and recommendations for this problem were offered in the report from the Elementary Language Committee (see below).

7. Analysis and Recommendations: the Elementary Language Committee focused on two areas for its concluding remarks: a) the relationship of the project to its original objectives; and b) suggestions to help the program achieve its goals where it had fallen short, or revise its original goals altogether.

Enrollment and Attrition: it had been the goal of the project to increase enrollment and decrease attrition. Enrollments had clearly increased, but these enrollments had come largely from the traditional pool of students who would no doubt later be attracted to some of the other individualized programs as they developed. The non-traditional clientele had not materialized in any great number. Attrition, on the other hand, had not decreased as a result of the program. The Elementary Language Committee noted that Latin would probably not be able to attract large numbers of non-traditional students and that the original goals had probably been unrealistic. Nevertheless, the strong enrollment of the individualized option was considered an advantage of the program, although enrollments were to be watched carefully, lest they expand beyond the capacity of the department. Attrition, it was felt, could best be attacked by more involvement among the faculty of the department. Assignments were still given largely to teaching associates under the supervision of a single faculty member. It was recommended that greater participation and visibility on the part of the faculty as a whole would help lower the rate of attrition.

Attitudinal Changes: the Elementary Language Committee praised the program for the demonstrable changes that had occurred in the attitudes of the students toward the learning of Latin.

Academic Standards: the Elementary Language Committee felt that the original objective of maintaining academic standards equal to those of the classroom had not been met and was the most serious objection to the program. It recommended that changes be made in the materials, the testing and grading system, and in some of the procedures of the individualized option. These recommendations are specified in categories below.

Adequacy of Materials: The Elementary Language Committee concluded that the materials used for individualized students were inadequate. In fact, it found that there was general dissatisfaction among members of the department as a whole with the Cambridge Latin Course. The text, it seems, had been difficult to use in the classroom, and the grammar supplementation had only served to exaggerate the lack of organization in the materials themselves. Likewise, the testing system had suffered from too much specificity, making each exam and each quiz less of a cumulative test and more of an obstacle course. These tests were seen as barriers or hurdles, rather than as points along the way of cumulative knowledge. The Elementary Language Committee recommended that new materials be sought for the Latin program (both classroom and individualized) and that new tests be developed to suit the materials and to avoid the pitfalls of the original tests.

Cost-Effectiveness: the Elementary Language Committee concluded that as long as enrollments were relatively high, the individualized option was far more cost-effective than the classroom. A dichotomy, however, was beginning to develop. Staffing for the individualized option was based on its enrollments, yet the need for staff was based on the number of hours necessary to keep the center open. Thus, whether the enrollment was 50 or 250, virtually the same number of staff would be necessary to maintain an individualized Latin center. The committee recommended that enrollments and staffing be stabilized as much as possible, so that projections could be made on an annual rather than a quarterly basis.

In order to achieve success in most aspects of the committee's report, the Elementary Language Committee made the following final recommendations:

a. A period of retrenchment would be necessary, at great cost to the department. A period of one year was recommended to phase out students under the existing system and materials, while no new students would be accepted into the program.

b. A new set of materials would have to be adapted to the system or written especially for it.

c. Modifications would have to be made in the testing and grading system. It was recommended that the number of alternates for each test be limited and that grades be opened up to include those below 80%.

c. Permanent staffing patterns would have to be planned to ensure the viability of the program beyond the period of the grant.

d. Much more faculty involvement would be necessary.

With these recommendations as pre-requisites, the Elementary Language Committee recommended to the department that the option be maintained as a permanent part of the curriculum. The department accepted this conclusion and proceeded to implement the committee's recommendations. Thus, in a summative sense, the department approved the continuation of the individualized option, while, in a formative sense, it proposed major changes in the program. These changes would either alter the program to meet certain objectives, or alter the objectives wherever they seemed unrealistic.

The evaluation process helped the department form some conclusions about students in an individualized program of this sort. It was found that students who chose the individualized track did so largely because they felt insecure about their abilities. They had selected Latin because they had studied it previously, and because it requires few oral-aural exercises. They had selected the individualized option because they could proceed at a slower pace and because the element of competition with their peers was absent. The isolation desired by the students was underscored by the fact that they earnestly avoided any group activities in the individualized option. Since they were all working at different levels and paces, they did not have to measure their own progress or achievement by comparison with others. This was, evidently, a comfort to them. The testing system had also attracted them, largely because there was no fixed time for tests and they did not experience periods of anxiety right before a set examination. This often led to procrastination, but it clearly avoided the pitfalls of illness or family crisis, which frequently plague students just before an examination. Thus, privacy, flexibility, and anonymity were the three most important factors in attracting students into the individualized option.

Likewise, the department formed some rather important conclusions about the materials that would be necessary for a successful individualized program. At each step of the way, students must be made clearly aware of what they are about to learn, how they are to go about it, and what they will be responsible for. The materials must be highly structured and contain an abundance of information and examples. The unstructured nature of the CLC tended to produce chaotic results for both students and instructors. In the so-called "little-red-schoolhouse" atmosphere of an individualized center, it is necessary to have more structure than less. Only the students with the best linguistic instincts had been able to gain by intuition the knowledge they needed to have from the CLC.

Competency-based learning, it was decided, would have to be modified so as to avoid the clogs and frustration it had produced thus far. In a majority of cases where students were permitted more than two retakes on a given quiz or exam, their scores began to decline. In fact, they frequently could not do as well on a test they had already tried once. In 72% of such cases, their second attempt at the same test produced lower results. Thus, while the concept of competency-based learning had worked

for many students, it had caused unnecessary frustration for many others. An experiment during the second year of operation was to serve as the basis for alterations in the testing and grading system. Students were given the option of moving ahead although they had received unsatisfactory grades on a certain test. They would then return to an alternate form of the "problem" test at a later date. In every such case (out of 15 students), they achieved a passing grade (80%+) on the test they had gone back to. This sort of retrogressive mastery was an important discovery for students who had suffered from the frustration of being restricted to one exam until they passed. It was also found that for some students the 80% level was counter-productive, especially at the more advanced levels, where refinement rather than basic skills is the objective of the program. These students frequently desired to move ahead with lower grades, but could not because of the system. They were then sent to the classroom, which, as a result, became the repository of the "poor" individualized students. Since the classroom works at a relatively rapid pace and frequently gets students who have had much Latin before, this was seen as the worst possible place for the individualized students who were being sent there. Further problems resulted. The center staff was frequently faced with students who, on the last day of the quarter, could do no better than, say, 70% on a test. The choice left to the staff was to give those students Incompletes, failing grades, or B-'s, even though they were slightly below the B- level. None of these options is satisfactory, as they would lead either to complication, frustration, or grade inflation. Any new testing system would have to allow more flexibility.

The problem of Latin 104 was seen as twofold. First, individualized students were at a disadvantage because they had not heard the language as much as classroom students. If they could not identify the words they heard in the 104 classroom, they certainly could not work with them. This problem, combined with the under-preparation and grade inflation that appeared to exist in the individualized option, seemed to give a decided edge to the classroom-trained students in Latin 104. Measures to rectify this included increased verbal practice in the individualized section, and many of the testing and grading changes already mentioned.

It was also decided that the skills developed in elementary Latin would be increased from the single-skill approach (translation from Latin to English) to a double-skill approach, which would include composition from English to Latin. The student would benefit from composition by gaining a familiarity with the idioms of the language as well as the forms.

Since the Classics Department accepted the recommendations of the Elementary Language Committee without alteration, the academic year 1978-79 was spent as a period of redevelopment of the individualized program in Latin. During this period, no new students were accepted into the program, with the expectation that by Summer 1979, new materials and new procedures would be in place for the re-opening of the program. The changes that were developed in this period included the following:

1. Variable credit and variable pacing: although these aspects of the program were left virtually unchanged, certain controls were put on them to increase the progress of the students. They included:

a. a requirement that each student complete at least one hour of credit by the end of the third week of the quarter or face the possibility of being dropped from the program;

b. a fourth week conference which, in addition to the seventh week contract, would enable the staff to advise the students about their progress;

c. a requirement that students complete no more than one hour of credit during finals week. This change would alleviate the staffing problems that had resulted from the last-minute usage of the center by desperate students.

2. Competency-based learning: this aspect of the program was altered significantly, with the hope that the responsibility for grades would be placed more in the hands of the students than of the staff. Therefore:

a. The level at which retakes would not be recommended was raised from 80% to 90%. Students with 90%+ would move ahead, while students in the 80%-90% range could now retake tests.

b. Students who earned below 90% on a test or quiz would now have the option of a retake. The student would have to exercise this option, as the retake would no longer be required. Grades below the previous minimum of 80% would now be accepted.

c. The number of retakes was restricted to two; the last attempt would be the one that counted, not the highest score.

d. Quizzes would be graded and would count toward the grade for each unit.

e. Pre-tests would be incorporated into the workbook and would not be a function of the center testing and grading system.

f. A student could complete retakes within a given unit in any order, provided he or she had not yet done the unit test itself. This was to be implemented in order to test the retrogressive mastery of certain students on a small scale. This aspect could be expanded to include unit tests at a later date, if the initial experiments with quizzes were successful.

3. Materials: it was decided that the department would create its own materials, to be used in both the classroom and the individualized options. The Elementary Language Committee felt that adapting existing Latin texts to suit the program could lead to unnecessary complications, should the anchor text undergo revisions or go out of print. By producing our own text to suit both programs, the department would have complete control over the materials. The following guidelines were set down for the series:

a. The text itself would be a four-quarter series (to include 104 classroom as well). The goal of the text would be to enable the students to read Cicero's Pro Archia and substantial selections of Catullus.

b. Grammar would be extended into 103, which had previously been a reading course. This would make 103 more viable in the individualized sequence and would be more appropriate for the students coming into the program with less and less formal knowledge of syntax and grammar. The final two units of the 103 text would serve as an introduction to the reading of Latin prose and poetry, while the 104 text would contain the essential reading material.

c. In addition to the text, a supplement for individualized students would be prepared. This supplement would include activity sheets, worksheets and drills, and practice tests with answer keys.

These basic changes, it was felt, would go far in remedying the problems that had arisen in the first two years of operation. In addition to these changes, faculty were assigned to the individualized program, so that there would be more involvement from the faculty itself. Several faculty members offered to volunteer their services from time to time in the program. All this, it was felt, would lead to a much improved program in elementary and individualized Latin. The results of these changes, of course, are yet to be analyzed and evaluated.

The outcome of the experiment in individualized Latin at Ohio State was beneficial in several respects. Not only did it result in an individualized program that would probably serve both the students and the University well, but it went far in many other ways:

1. It demonstrated that, albeit slowly, student attitudes (the single biggest handicap to current foreign language programs) can be changed for the better.

2. It demonstrated that faculty involvement in elementary programs is essential to the classics curriculum as a whole.

3. It helped the department achieve a comprehensive view of individualized instruction, both its advantages and its pitfalls. It is hoped that this knowledge can be shared to the advantage of others in the profession. By and large, we cannot say that individualized instruction in Latin has proven to be a "better mousetrap." But it has proved to be a different mousetrap, with advantages for certain students — advantages which go well beyond the capacity of the lock-step classroom. Likewise, it should be recognized that the classroom still holds many key advantages which cannot be duplicated in any individualized program. Side by side, the two tracks offer Latin students at Ohio State a "combination mousetrap," which is clearly better than the program in the pre-individualized era.

SESSION II, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN RUSSIAN

*Dolores Brzycki*
*Anelya Rugaleva*

*Abstract*

*Individualized instruction in Russian is self-paced, mastery-based, and offers variable credit and some choice of activities. The program includes the first 4 courses at the introductory level (101-104). The curriculum is parallel to the classroom, and uses the same materials. At the 102 level, students may choose to emphasize either reading or speaking and writing. Testing procedures are explained. The Russian Center is described. Regular attendance is encouraged but not required. The percentage of "non-traditional" students in this course is significantly higher than in the classroom. A minimum of 2 credits must be completed each quarter; the average number of units completed is 2.6. Progress becomes more rapid at the 102 and 103 levels, and grades improve. Instructors in the individualized program must have a thorough knowledge of the materials, and should have taught in the classroom. Lack of peer learning is a problem.*

## Full Text

Individualized Instruction (I. I.) in Russian is available for the first four courses (101-104) in the introductory sequence. The program is self-paced, mastery-based, and some choice of activities is available. The Russian I. I. program was developed as an alternative to classroom instruction, on the assumption that students can easily transfer from the classroom to the individualized program at any point, and from I. I. to the classroom upon completion of a block equivalent to 5 credit hours.

## Textbook

The individualized program uses the same text as the classroom sections of 101-104, Russian for Everybody. The division of the textbook materials by levels, i.e., 101, 102, 103 and 104, coincides with the amount of materials covered in the respective classroom courses.

The text is fairly well suited for an individualized program. It consists of a main textbook, a series of booklets, and a set of tapes. The material is highly structured and covers three of the four basic skills: reading, speaking and listening. Apart from grammar exercises, writing is left to the instructor (as is usual with most existing language textbooks). Grammar exercises, conversation and reading selections are presented in a booklet keyed to the main text, and provide enough instructional material for the needs of even a very motivated student. When the

Russian I. I. program was designed, this variety of books seemed particularly convenient, because a lot of instructional material was available which could be used in any needed amount and in any combination.

Since Russian for Everybody does not contain adequate grammar explanations, Baker's Mastering Russian--a workbook designed specifically for an English speaking student using Russian for Everybody--was adopted. Baker's workbook was also used in classroom teaching when the individualized materials were developed. Later, the department discontinued the use of Baker's grammar in the classroom.

Supplementary Materials

The Supplement for each level, i.e. 101, 102, 103 and 104 is divided into 5 units. Each Unit usually covers 2 lessons from the text, and is worth one credit hour. The lesson numbers from the Supplement and the textbook are synchronized. Each unit consists of the following:

1) A list of objectives specifying what the student will know or will be able to do when he has completed the unit.
2) Activity Schedules and Checklists, step-by-step study guides with specific instructions on what to do to complete each Unit. They give the order in which students are advised to do the various learning activities. In practice, however, students may complete the activities in any order they like until the pretest.

Activities are grouped by such aspects of language learning as vocabulary, grammar, conversation, culture, preparation for the unit test, etc. The directions refer the student to the appropriate chapters in the textbook, exercises, reading selections, tapes, etc.

Learning activities fall into 2 categories: obligatory and optional. The latter were designed to accommodate different individual learning styles or preferences. The student can complete as many of them as he needs or wants, or none. They include "traditional" exercises, games, crossword puzzles, etc.

3) Learning Packets include supplementary grammar explanations to assist the student with particularly difficult passages from the core text. The packets also include additional exercises and drills; additional reading passages; games, cultural and historic comments; suggestions on learning strategies. Answer keys are provided for all exercises.

Tapes

The Russian individualized program uses 2 sets of tapes:

1) Tapes accompanying the text Russian for Everybody, which include stories and dialogues from the textbook, special passages for oral comprehension, and grammar drills.
2) Tapes prepared especially for the individualized program to make up for the lack of daily contact with an instructor. These include: vocabulary tapes for each lesson to help the student associate the

printed word with the sound; tapes for oral comprehension; dictations; "conversation" with the tape where the student is supposed to respond to questions, make remarks, etc. The tapes are also used for oral testing.

Tracking Options

Beginning in 102 the students are given an opportunity to emphasize the skills they prefer by choosing one of two "Options" as part of their regular work--a Reading or a Speaking and Writing Option. Each student is required to choose at least one option; the more ambitious can do both.

All students continue to cover the same basic grammar and vocabulary and do some work with reading, writing and speaking. The options do not dramatically increase the time necessary to complete a unit, since the gradual increase in the size of the options is accompanied by a proportionate decrease in the regular core of activities for each unit. These changes in proportion are also reflected in the examinations.

The Reading Option is primarily intended to develop reading-for-meaning skills, which is seldom, if ever, done in elementary and intermediate Russian courses. The program consists of reading activities designed to enable students to develop strategies for reading new materials in Russian with greater comprehension. Emphasis is placed on learning how to anticipate shifts in content in the texts (time references, conjunctions, subtitles, titles, etc.), to recognize new vocabulary through knowledge of Russian word roots and word-building rules, to understand the interrelationship of parts of sentences through knowledge of sentence-building devices, as well as to guess intelligently about meanings from the context of a passage.

The Speaking and Writing Option program consists of listening, speaking and writing activities aimed at further improving active command of Russian. Activities take the form of tape recorded stories or dialogues. Exercises consist primarily of various sorts of writing in Russian (answers and short compositions), speaking with instructors, and responding to tapes. For both speaking and writing, what is emphasized is the ability to communicate effectively in Russian, rather than just to manipulate the grammar offered.

Testing Procedures

Each unit contains two pass-fail vocabulary quizzes, one for each lesson of the unit. The minimum passing grade is 80%, and the quizzes may be retaken if the student does not pass. The student should be able to recognize and translate spoken and written Russian words and phrases, and to translate English words into Russian orally and/or in writing.

A Pretest or practice test is provided for each unit. The pretest is shorter than the unit test, but similar to it in format. After correcting it and conferring with the instructor, the student determines whether he is ready for the unit test. The instructor suggests what needs to be reviewed before the unit test. The students seem to favor this procedure, where individualization is very much in evidence. In a classroom setting, even if a review session is conducted before a test, it is impossible to indicate to each student his particular weaknesses.

Each unit concludes with a Unit Test on grammar, vocabulary, reading, writing and speaking skills covered in the unit; the minimum passing grade is 80%. Retesting is permitted. The student may move on to the next unit after having passed this test, which consists of both written and oral components. Most instructors agree that obligatory oral testing is an advantage of I. I. over classroom teaching, where it is virtually impossible to test the oral skills of each student on each lesson in the test. Beginning with 103, part of the unit test score must be earned on the Option part of the test.

The passing score of 80% must be earned on each portion of the test separately (i.e. written, oral, and option parts). In this way the required mastery of 80% or higher in each skill is ensured. There are no final examinations in the Russian individualized courses, since each test unit is cumulative.

Attendance

The classroom for this course is the Russian Individualized Learning Center, 467 Dieter Cunz Hall, which is staffed by instructors from 24 to 30 hours a week, alternating mornings and afternoons, four evenings on weekdays, and Saturday morning.

The students are encouraged to report to the Learning Center at least once a week, but they are not penalized for failure to do so. At the onset of the program the coordinators agreed not to insist on regular attendance on the grounds that it was against the very concept of individualization. After the program had been in operation for two years, it became obvious that a considerable number of students tend to procrastinate and that some kind of administrative pressure is unavoidable. A minimum attendance rule may be instituted in the future.

Instruction

The student comes to the Learning Center when a contact with the instructor is required for an activity or for testing. In designing the activities, an effort was made to ensure regular student-instructor contacts. The student is allowed to come to an instructor with several activities at once and thus can schedule his visits at his convenience. A disadvantage, though, is that instructors may devote too much time to one student, especially during the rush at the end of the quarter. This problem could be solved in part, again, by mandatory minimum attendance.

The student-instructor contact in the Russian program occurs on an individual basis. Attempts to organize group work (orientation, conversation, grammar drills) have not been successful. After the first two weeks it is difficult to find even a few students who are at the same stage and who are willing to come at the same appointed time, so that an instructor can be available for such sessions. Moreover, group meetings and orientation sessions would require more classroom space than is now available.

Variable Credit Hour Procedure

The student must enroll for five credit hours at the beginning of the

quarter. During the seventh week of the quarter he consults with an instructor about his progress. Based on that consultation, he can a) keep the five hour designation; b) drop hours if it appears he will complete fewer than five units; c) add hours if it appears he will complete more than five units. The minimum work for Individualized Russian is two credits per quarter. Part-time students may enroll for fewer than five credits, but not fewer than two. The student and the instructor both sign the contract; the number of hours for which the student is enrolled at the end of the seventh week is binding. If the student does not sign a contract during the seventh week, he is de facto keeping a five-hour enrollment.

Who is Served?

As had been expected from the very beginning, at least five different groups of students are attracted to the individualized program.

No statistics are available as to the percentage of each group. As a matter of fact, no statistics would be accurate, since many students choose I. I. for more than one reason and cannot be placed in any one group. The groups include:

1) Slower students, students having learning problems, students who have had discouraging experiences with Russian, etc. This group, though considerable in size, is not as numerous as had been expected.
2) Faster learners for whom the classroom pace is too slow; students who have learned some Russian before and need a review or a refresher course in order to continue at a more advanced level; students (graduate students for the most part) who have studied other foreign languages and therefore learn Russian more easily, etc. This category has been growing since the beginning of the program.
3) Students with schedule problems; part-time and full-time working people; GTA's etc. This group appears to be the largest one.
4) Students who are not particularly slow or fast; they complete four or five units in a quarter, but prefer the relaxed atmosphere, or do not like to work with a group. This category is not large, but every quarter we have students who complete the same amount of material as in the regular class; they are mostly "traditional" undergraduate students who take Russian for the language requirement.
5) "Non-traditional" students--a loose term meaning any one apart from the traditional enrollment in elementary Russian courses, the latter being ASC and UVC students. The percentage of non-traditional students is three times higher in the I. I. program than in the classroom courses. In the 1978/79 academic year 12% of the students in classroom Russian courses (101-104) were from colleges other than ASC and UVC; in the I. I. program these students comprise 33% (among them 10% are CED students; 19% are graduate students).

Achievement: Number of Credits Earned and Grades

For the first five quarters of the program, when students were obliged to earn a minimum of 1 credit per quarter, the average number of credits earned was 2.3 per quarter. In Winter Quarter 1979, the minimum was raised to 2 credits. Since then, the average number of credits has risen, but not dramatically--it is now 2.6 credits per student per quarter. The average

length of time to earn each credit is about 4 weeks.

Students tend to progress more rapidly as they move into the 102 and 103 levels. The factors that may account for this include a stronger commitment to complete the course, increased familiarity with the format of the materials, improving study habits, growing interest as students approach a more natural use of the language, and greater language intuition.

There is a noticeable improvement in performance as the number of completed units increases. Thus, students who completed 1 unit had an average grade of 83.6% (B), whereas those who completed 5 units averaged 97.8% (A). These figures reflect the differences in students' motivation and capability. But even students who finished 2 units performed better than those completing 1 unit (88.9% - B+). Students appear to perform better when the pace is not slower than a certain minimum.

It is tempting, therefore, to raise the required minimum to 3 units or more per quarter. An ever increasing number of minimum requirements however,--number of credits, attendance, etc.--may infringe on the very concept of individualization.

There has been no systematic study of students transferring from the classroom setting to I. I., or vice versa, nor of I. I. students who continue beyond Russian 104. The general impression is that I. I. students do as well as or better than their classmates in subsequent courses, but most known cases involve bright students who worked successfully and regularly in the Russian I. I. program.

How Staff is Assigned

Time Load. Each instructor works 10-12 hours a week in the Russian I. I. Learning Center. The Center is open about 29 hours a week. Most of the time there are two instructors available; one instructor is in the Center during the less active hours (10:00 - 11:00 A.M., evenings, Saturday mornings).

Academic Qualifications. At the start of the program, our policy was to staff the I. I. Center only with TAs who have previously taught the entire 101-104 sequence using the same text. However, due to the shortage of qualified TAs, less experienced instructors are sometimes assigned to teach in the I. I. Center. Each quarter, at least half of the staff has had previous experience teaching in an individualized setting. Through this internship, a pool of experienced instructors is constantly renewed. TAs new to I. I. are not usually expected to staff the center unassisted.

Impact of Staff on Achievement; Instructors Who Are Better Suited for I. I. vs. the Classroom

In theory, it appeared that for such different modes of instruction, different types of instructors were needed. It seemed logical that those instructors who were not happy with the traditional role of the classroom teacher would feel better--and therefore teach better--in an individualized setting. This psychological factor may indeed by significant. However,

from observing the Russian I. I. staff, it is clear that the most crucial factor is the instructor's professional competence. Of prime importance is a thorough knowledge of the material: knowledge of the language itself (grammar, vocabulary, fluency, good pronunciation, etc.), and knowledge of the textbook, supplementary materials, tapes, etc. Next in importance come administrative and clerical skills (keeping files in order, recording the students' progress, telephone contacts with the colleges, with the registration office, with the students, etc.). The instructor must be able to establish good relations with individual students, and carry out certain counseling functions. It should be emphasized that the first factor, professional competence, outweights the others, although a minimum of administrative skill is necessary too. In many cases these two factors more than compensated for a certain "remoteness" of the instructor from the student.

So far, we have had no cases where an excellent classroom instructor performed poorly in I. I. It seems that the qualities that really matter in teaching are the same in both I. I. and the classroom setting.

Staff Perceptions of the Program

Instruction. Experienced TAs find that I. I. puts a greater demand on their time than assignment to the classroom. (In Russian courses, classes are normally not very large, so grading papers is not a major problem for a TA.) Less experienced instructors felt a greater pressure in I. I. because they have to be ready at any moment to handle a wide range of topics from four courses at once, whereas in the classroom they can prepare a limited scope of material. All instructors feel that a better student-teacher interaction occurs in the individualized program.

The instructors agree that there is too much paperwork; some think that it takes more time than teaching itself.

Problems. The Russian I. I. program it not as large as French or Spanish, and the total number of instructors is relatively small. Although the student/instructor ratio is lower than in some other languages, there is less flexibility in shifting instructors during the quarter, and having more teachers in the Center towards the end of the quarter. Even in the initial scheduling it is not always possible to assign an experienced instructor together with a new one.

Many clerical and administrative tasks must be handled by the instructor and detract from the effectiveness of the teaching methods. Even the most experienced instructors do not always remember what item preceded a given topic, how best to link what the student already knows with the given topic or question, etc. Of course, materials designed for the I. I. program are more structured than a conventional textbook, so that some of the learning methodology (reviewing, frequent flashbacks, etc.) is embedded in the learning materials. However, this approach helps the student rather than the instructor. It is obvious that the best candidate for teaching in an individualized program would be a person who has taught the same sequence of courses several times in a regular classroom setting.

Conclusion. The general reaction to the Russian individualized program on the part of the students, instructors, and outside evaluators is quite positive. The program is now fully implemented--Russian 101-104 individualized

courses are regularly offered each quarter alongside classroom courses.

Benefits

As had been expected, Individualized Russian attracts those students who are either dissatisfied with the lock-step classroom pace and want to move slower or faster, or simply prefer a more flexible schedule. Other students drawn to the program include those with specific learning problems: they may work poorly in a group, or perform poorly in the conventional exam setting.

Since the inauguration of I. I., total enrollments in Russian have risen. Although this increase is not dramatic in absolute figures, the tendency is significant in view of the general decline in foreign language enrollments. Higher enrollments can be attributed mostly to non-traditional students both from the university population (graduate and professional students) and from the community. The latter group includes those people who would not have taken a regular daily Russian course at all. The addition of evening and Saturday hours has attracted more students from this category.

The Russian I. I. program seems to be particularly well suited for those who wish to emphasize reading skills. The Reading Option not only provides the student with a variety of reading selections, but also teaches reading-for-understanding strategies and techniques. Students who choose this track are able to read an average Russian text with a dictionary towards the end of 103.

Problems

Lack of peer learning is a built-in problem in any I. I. program. Very little is known at present about what and how one learns in a classroom from other members of the group. It is a widely shared belief, however, that a student does learn from just being in class and watching others' performance. Many observers have asked whether the students in I. I. spend more time for a credit hour than in the classroom. Our impression is that they do, and that this is inevitable and absolutely necessary, especially in view of the lack of peer learning. In this light, repetition of material and rather lengthy units are probably necessary to ensure a certain "margin of safety" in the student's assimilation and retention of knowledge.

Instructional Staff. Personnel in an individualized setting must be even more experienced than in the classroom. An absolute prerequisite should be a thorough knowledge of the materials and its sequential arrangement. This knowledge can only be gained by more than one teaching of the entire sequence in the classroom. And even this experience by itself is not enough. Great and varied fluency is required to work with students in the final units. In a relatively small program like Russian it is not easy to staff the I. I. program with instructors having such qualifications. Because we must constantly train our own personnel, it often happens that two out of four instructors are inexperienced, and sometimes an inexperienced instructor is the only one available to staff the Learning Center.

The necessity to teach "off the top of one's head" is a common problem in individualized courses. It seems that Russian I. I. is no different from all other programs in this respect.

SESSION II, CONTINUED

# CONFERENCE REPORT: SPANISH

*Kathleen Cox*
*Alix Ingber*

*Abstract*

*The Spanish individualized program includes the first 3 courses in the introductory sequence (101-103). It is an alternative to the classroom; it is self-paced, mastery based, and offers variable credit. Curricular materials and testing are described. Administrative procedures are explained. Credits earned, enrollments and attrition during 1977-78 and 1978-79 are compared. Factors affecting progress, attrition, motivation and success in the individualized program are discussed. Evaluation is based on questionnaires and on interviews with students. At the 104 level, the grades of classroom and individualized students are comparable. Success in the individualized program requires that the student have a genuine interest in the language.*

*Full Text*

The Individualized Program in Spanish at The Ohio State University offers the self-paced option for the basic language-learning component of the Spanish curriculum: 101, 102 and 103. The language requirement for students enrolled in the Colleges of Arts and Sciences and Journalism consists of successful completion of 104.

Most students in the individualized program are there because of the language requirement. We do get some students from other colleges plus a few University staff and faculty members--people who are taking Spanish for enjoyment or because they feel it will help them professionally--but these people often fail to complete the entire three-course basic language sequence because they are under no pressure to do so.

The objective of the Spanish Individualized Program are: to improve the quality of language learning; to offer some flexibility to students with complicated class and work schedules; and to enable those students with very good and very poor language skills to move at a pace better suited to them than the lock-step approach.

Individualized Spanish was never intended to be an essentially remedial program. We do find, though, that many students come to us because they cannot keep up with the pace of the classroom.

Each course in the 101-103 sequence is for five hours of credit. In the individualized program students may take the course for the full five hours, work more slowly to a minimum of two hours, or work at an accelerated pace and proceed to the next course in the sequence.

The program began, in a pilot phase, during the Fall Quarter of 1977, offering one section of 101 and adding 102 in the Winter and 103 in the Spring, with a maximum enrollment of 60 students each quarter. This year (1978-79) approximately eight individualized sections were offered each quarter, with students working at the 101, 102 and 103 levels. In the classroom program, approximately 42 sections are offered each quarter. Because our program does not involve regular class participation, the eight sections could accommodate a maximum of 250 students (about 31 per instructor). In the classroom, the ratio is approximately 20-24 students per instructor.

For each section offered we have one Graduate Teaching Associate or Instructor spending 10 hours per week in the learning center (compared with 5 hours per week for classroom instructors). With a total of eight sections offered, the center can be kept open eight hours a day (from 9 to 5), five days a week, with two instructors present at all times.

Materials

All elementary Spanish courses at OSU — classroom and individualized — use the same textbook: La lengua española by Castells and Lionetti (Scribner's) and the workbook or Cuaderno de ejercicios which accompanies this text. When the Individualized Program was first being planned, in the Summer of 1976, the staff had hoped to develop individualized materials for a totally new textbook. In this way, the staff could control the stability of the materials. After writing a sample lesson, the staff decided that it would be unrealistic to attempt such a project, and that the individualized materials would have to be tied to the textbook used for the classroom sections. Thus, when Scribner's announced that the textbook and workbook would go into a second edition for the Fall of 1978, a fairly complete revision of the individualized materials was required after only one year of use.

These materials take the form of learning packets. Each packet contains 5 units of work, corresponding to the 5 credit hours offered in each course. The packets, or materiales, are sets of procedural instructions which include learning objectives for each lesson, a series of suggested and required activities, and a checklist of the things students should be able to do before they take the lesson tests and unit exams. To this skeletal packet are added 2 "Do-it-yourself Quizzes" for each lesson — one over the dialogue and vocabulary, and the other for the grammar presented in the lesson. The answers to these quizzes are provided in the packet, so the student can assess his own progress. A "Lesson Test" for each lesson is also included. Each contains a written component and additional testing of listening comprehension and speaking. The written portion may be done at home by the student and corrected by using an answer key in the learning center. The listening and speaking components are administered by an instructor in the learning center. Students may ask an instructor for additional explanation, drill or practice on any aspect of the packet, workbook or text.

An advantage of using identical materials in the classroom and individualized sections is that a student may move fairly freely between the classroom and individualized programs.

The tapes used by students in the Individualized Program are also the same as those used in the classroom sections. Drilling is an important aspect of language learning, and students in the individualized program must generally rely on these tapes for practice. Thus the tapes, which might be considered as a useful supplement to the classroom Spanish program, become crucial for the individualized program.

The tapes offer a complete set of listening-speaking exercises for each lesson and a series of review exercises for each unit. Tapes are available in the Spanish Individualized Learning Center and at the three tape libraries on campus. The student may make copies of any tape by bringing his own cassette to one of the tape libraries; he may also listen to taped material over the phone through the Listening Center's Dial Access service. The following materials are recorded for each lesson:

1. A dictation using portions of the dialogue and grammar of the lesson designed to develop listening comprehension;

2. all of the substitution drills in the lesson;

3. question-answer drills which elicit an affirmative or negative response;

4. question-answer drills in which the answers are controlled;

5. comprehension exercises in which students listen to a brief paragraph followed by questions;

6. free answer questions.

In the Fall of 1978, the tape program was revised along with the textbook. The new tapes include those provided by the publisher and those prepared by the Spanish staff. All of these new tapes are being used for both classroom and Individualized programs. Copies of the tape scripts, the Elementary Spanish Program, are available in the Learning Center.

Listening and speaking skills require special attention in an individualized program. Most students do not have daily contact with an instructor speaking the target language. Speaking and listening activities must be specifically built into the program. The Spanish Individualized Program has done this in several ways. For each unit of credit, a student must prepare three lessons in the text. He takes a written test on each lesson which he corrects himself. He is also required to complete a speaking component with an instructor for each lesson. This consists of reading portions of the dialog aloud, answering oral questions posed by the instructor over the dialog, and conversing with the instructor using the vocabulary and structures presented in the lesson. Most students find this speaking component very helpful. Some sign up to do it twice for extra practice. The free conversation part is especially good because the students find they can talk about their own lives in Spanish, and this makes learning more meaningful for them.

After preparing the three lessons of a unit, the student takes a Practice Test over the unit material. The grade does not count, and some students choose to skip the Practice Test. The student then takes one of four versions of the Unit Achievement Test over the material. These tests have the same format as the Practice Test. A student must receive a grade of 80% to pass. The Practice Test and Unit Exam have an oral section, consisting of either oral questions to be answered aloud or a topic which the student must present orally.

A unit of credit is not complete until the student has passed the Unit Exam with 80% or better and passed the speaking component of the unit. This oral component is based on the cultural reading at the end of each unit in the text. The student prepares the reading and discusses it in Spanish with an instructor. The student must know the content and be able to talk about it using the Spanish he has learned to that point. This speaking component is given a letter grade. The final grade is based on the highest grade on the Unit Exam and the grade on the speaking portion.

It is our belief that students develop better speaking skills in the individualized program than in the classroom. More emphasis is put on speaking in our program. Students sometimes complain, however, that they don't have enough listening practice. To get the practice, students must use the tape program and come into the Center often to work with the instructors. The practice is available, but students need to make use of it.

An indication of our success in developing oral skills is that many of our students choose the conversation and composition track of 104. This track has a reputation for being difficult but rewarding. Our students seem to have confidence in their ability to succeed orally.

## Administration of the Program

While the type and quality of the materials for an individualized program are crucial to the success of the program, the administrative details are important as well. Individualized Spanish at OSU is a self-paced course which operates on a system of variable credit not available to classroom students. A student enrolling in the program for the first time begins by registering for the full course: 5 hours of Spanish 101, 102 or 103. During the 7th week of the quarter, he signs a credit contract which is used to adjust the original enrollment to conform to the amount of work he expects to complete.

Once the contract (Table A, p. 79) has been processed by the student's college, no additional change may be made in the student's enrollment for the course during that particular quarter. Thus if a student contracts for 5 hours and finishes only four, he fails the entire 5 hour course. Normally our staff will try to dissuade students from contracting for more units than we feel they are capable of completing. Furthermore, if a student finishes more than the number of hours contracted for, these will be applied to his work during the following quarter as long as he enrolls for them, so there is no penalty for "playing it safe."

The use of credit contracts is our means of adapting our own variable credit system to the requirements and deadlines of the University's administrative calendar. We have added other regulations as well, since we realize that the students' greatest difficulties in this program result not from poor language skills but rather from their tendency to procrastinate in a low-pressure situation.

As our charts illustrate, during the pilot phase of the program many students completed only one credit hour per quarter, and even our very best students rarely completed five. Since language learning is a cumulative process and requires steady and consistent work, we felt that some minimum must be established. Since the Fall of 1978, therefore, our students have been required to contract for and complete at least two units of work in order to receive a passing grade for the course, and this might even be raised to three at some time in the future. Whatever the minimum, many students who earn only two credits complete their first credit late in the quarter. For this reason, since the Winter Quarter of 1979, students have been expected to spend at least two hours per week in the Learning Center, and a sign-in system was instituted to check attendance.

At that time we also began asking each student to meet with an instructor during the 1st week of classes to work out a tentative schedule for the quarter; we felt that such a framework would help the student organize his time better, increase motivation, and ensure a more consistent pace.

Because students began working more consistently, the Learning Center was often overcrowded, with students sometimes having to wait an hour or more to see an instructor. This quarter (Spring 1979), therefore, we have been using yet another new system: students may work on their own in the Center whenever they like — studying, listening to tapes, writing lesson tests and unit exams. However, if they want to work with an instructor they must sign up for an appointment in advance. This system seems more equitable; furthermore, the commitment to an appointment encourages motivation.

Now we would like to review the program in terms of the actual work that has been done since the Autumn of 1977. A quarterly breakdown will point out some important issues, and show how we have responded to the problems of low student productivity, procrastination and high rates of attrition.

Please bear in mind that there was a ceiling on enrollments during the pilot year, when we had a maximum of 60 students on the rosters each quarter. Attrition, however, always reduced considerably the number of students doing work. We screened students in an effort to select the more motivated ones. Autumn 1977 was, in general, an atypical quarter. The program had an exciting newness about it, and the students who were permitted to enroll felt special and worked hard.

There are two ways to look at work completed in this program. One is to look at the total number of credits completed during a given quarter. Table B (p. 80) shows the average number of units completed per quarter. The first row shows the average number of units done by students who completed at least one unit of credit. As you can see, Autumn 1977 had the highest average, and the averages decreased steadily thereafter.

There are two figures listed for Summer 1978: during that quarter, one student completed ten hours of credit. Her work was double that of the student with the next highest number of credits. Since enrollments were low that quarter, her work distorts the average. The second figure reflects the average number of units completed when she is not considered.

Full implementation of the program began in Autumn 1978. As you can see, Autumn Quarter work paralleled that of Spring 1978. During Autumn Quarter our policies changed slightly. We gave no incompletes, and students were required to complete a minimum of two units of credit. In Winter 1979 we changed our orientation program. Previously students had met as a class for two weeks to become accustomed to the materials. As of Winter 1979, students meet for three days for orientation. We describe how the program works, discuss the problems students often encounter (aided by continuing students who have faced those problems), talk about learning a foreign language and suggest strategies and study hints. Then we meet with each student and prepare the tentative personal schedule, which was mentioned earlier, to serve as a guide to pacing himself. This new orientation program and, in particular, the personal schedule, seem to have increased the amount of work students complete. In Winter 1979 they almost equaled the Autumn 1978 figure.

The second row of the chart includes students who completed no units. While it appears that we improved greatly this year, these figures are biased because we dropped students who did no work during Autumn and Winter Quarters this year. During the pilot phase, those students were left on the rosters and failed. This quarter we have returned to the earlier practice of leaving students on the rosters even if they have done no work.

The second way of looking at work done in the program (Table C, p. 80) is in terms of the credit contract. These figures represent the units completed during a given quarter, as reflected by the contracts.

For the pilot year, you can see again that the Autumn 1977 quarter was atypical. Students contracted for a full unit more on the average than in any other quarter. There was quite a high failure rate all year due largely to students who couldn't get started or who never got around to finishing. This has been one of our most persistent problems. Autumn 1977 is also atypical in the small percentage of students who completed only one or two units and in the very large percentage who completed five or more units. Students did much less work in the remaining three quarters. The failure rate increased each quarter. The average number of units done by students who fulfilled their contracts is shown in the next to last line. The Autumn average again is very high. The last line shows the largest contract completed for each quarter.

Turning to this year, we see that Autumn Quarter compares with Winter and Spring of the pilot year except that fewer students failed and more managed to complete two hours, the minimum contract from that time on. Winter Quarter, however, showed marked improvement. More students stayed with the program, contracted for and completed more work. There were about 30 more students originally enrolled Winter Quarter than Autumn Quarter (one extra section's worth), yet we ended up with 60 more students. We were able to motivate students better, and they completed about 1/2 unit

more per person. While we still aren't near the Autumn 1977 figures, many of the units contributing to the 3.84 average that quarter were actually completed during Winter 1978 as incomplete makeups. So the Winter 1979 figures are very heartening.

We have reviewed the number of units completed as reflected on the contracts. Now we will look at the level of achievement to see how many units were completed each week. Table D (p. 81) shows the actual number of units completed without regard to contracts. Weekly figures are helpful for several reasons. Quarterly comparisons point out general patterns of activity. Weekly figures reflect the impact of midterms in other courses. The last-minute surge of work shows up well also. These patterns may be useful to anticipate staffing needs.

Traditionally, Autumn Quarter is 11 weeks long while all others are 10 weeks long. In making these comparisons, we have displayed the data to reflect the burst of activity at the end of the quarter. The beginning of each quarter follows a pattern as well, and in fact the "extra" week of Autumn Quarter occurs in the middle of the quarter, when the "slump" lasts an extra week.

In Autumn 1977, notice that there was a lot of activity early in the quarter. There was a dip in the 5th week, a major drop the 4th to last week (a 4-day week) and the 2nd to last week (Thanksgiving and midterms). There was a peak which lasted over the last week and finals week. Even in the "amazing" Autumn 1977 there was a relatively long period of inactivity at mid-quarter. Ideally, we would like to see an upswing during the first few weeks of the quarter with work done remaining high through the end of the quarter, and minor dips for midterms in other courses. Instead we find a single surge at the end. This being the "good" quarter, the surge is spread over 2 weeks.

Looking at Winter 1978 in comparison, we see a much slower start. Instead of a 5th week dip we get a 4th week dip. That, as it turns out, was the week of the infamous Blizzard of '78. The sixth week was the deadline for making up incompletes. The 7th and 9th weeks reflect exams in other courses. This quarter the last surge is really concentrated in one week.

In Spring and Summer, we see similar patterns: a 5th week drop, a 7th week drop. The 9th week there was no drop, but no rise. The 10th week had 4 days (Memorial Day). The surge was again concentrated in Finals Week. The 4th of July fell during the 3rd week of Summer Quarter. Many students enrolled in Summer are taking only Spanish, so midterms in other courses are not a factor. Students worked more steadily; even so, the increased activity at the end of the quarter is evident.

A basic pattern has emerged, with Autumn 1977 beginning better and spreading the last work out slightly. Turning to this academic year (Table D, p. 81), we find greatly increased numbers of students, yet the pattern of Autumn 1978 is comparable to Winter and Spring 1978. There was a slow start, dips the 5th week, 4th to last week (4 days), and next to last week (3 days, Thanksgiving), and a great peak during finals week.

Winter 1979 started off similarly, though with a little more work at first. The 3rd week was only 4 days long; we see the familiar 5th week drop, but work levels remained higher than in Autumn. The 7th week dip did not occur, but the 9th week drop did. And, for the first time since Autumn 1977, the end of the quarter rush was spread over two weeks.

Spring 1979 has started off much better. For the first time ever, students completed units during the first week and have continued to make better progress. The 4th week shows a slow-down but not a drop. And the 5th week dip did not occur, although midterms took their toll in the 6th week. The 10th week will have only 4 days. But we have said this quarter that only students completing 5 or more units will be allowed to work during finals week, so there should be a peak in the 10th week. With the system of appointments, students seem to work more consistently.

Let us turn now to attrition. The attrition rate in our program is quite high compared to the classroom sections. There are several reasons for this difference. Students drop out of the classroom when they are doing poorly or have other personal or scheduling problems. In the individualized program, the student can work more slowly, get special help, and complete 2 or 3 hours of credit. Many of our students transfer from the classroom. The majority of dropouts from the individualized program are those who just can't get started. For many, this is the first self-paced course they have ever taken. They are not used to being responsible for their own learning, and they don't know how to organize themselves to start working. Procrastination also contributes to the drop-out rate. The student delays until he feels he can't do the work at all, so he drops out.

Attrition figures for this year are shown in Table E (p. 80). While Individualized Program attrition rates are much higher than classroom rates, attrition decreased in Winter Quarter, especially at the 102 level. Classroom attrition rose somewhat. Enrollments were higher, and students worked more consistently, perhaps because of the orientation program and the personal schedule used Winter Quarter. Some students dropped out Winter Quarter because they had to wait too long for help in the Learning Center. The appointment system has eliminated that problem, and, as a result, we may have lower attrition rates this quarter.

In summary, then, during Winter 1979 we were able to keep students working more consistently, and we reduced the attrition rate. Students completed more units on the average than in Autumn 1978 (2.92 vs. 2.59). More students completed 5 or more units in Winter than in Autumn. Procrastination and attrition are still problems, but are diminishing.

Another issue we must discuss concerns our packet materials. We have already gone through one major revision of the textbook; another revision could easily occur within the next five years. It has taken the staff nearly a year to produce a complete set of materials (packets and exams) for the entire 101-103 sequence; these revisions were supported by NEH funds. Future revisions will present us with two alternatives. 1) Either the department will have to underwrite the revisions; or 2) the packets will have to be modified significantly. This choice would mean eliminating all self-testing, and transforming the packets into

elaborate syllabi. Most of our energies would then be spent on revising the unit exams. I personally favor the second alternative, since the program would have greater flexibility and would not be tied to a particular text.

Evaluation

We have been using several different methods to evaluate our program. The learning packets contain evaluation forms to be turned in following completion of the first and fifth units of each course. The forms are anonymous, and include self-evaluations as well as an evaluation of the program. Toward the end of the quarter our students are asked to fill out — again anonymously — the instructor evaluation forms used by the rest of the department. Finally, during the 7th week of the quarter, we conduct an interview with each student using a series of questions to discover students' attitudes toward the program, and an evaluation of their own performance in it. These interviews have yielded very useful information, and many of our policies have evolved from these student reactions.

In general, students seem more dissatisfied with themselves than with the program itself. They find themselves in a totally unfamiliar situation, where they must take full responsibility for their own progress, and they often find it extremely difficult to maintain a consistent pace. The attendance requirement, the suggested time framework and the appointment system all encourage steady progress. Still, many students are hard-pressed to make time for Spanish when they have deadlines for papers and midterms in other, more structured courses.

Regarding the program per se, students have had very high praise for all of the program's instructional staff and for the one-to-one relationship between instructor and student. Many feel that they are learning more thoroughly because of the individual attention they receive. Students seem particularly happy with the flexible schedule, though some also realize that this very flexibility may induce them to procrastinate. In fact, many students who like the program have come to realize that it is just not for them, and that they need the pressure of the classroom situation to keep them going. We encourage such students to return to the classroom once they have completed the course they are working on.

As regards the attitude of other faculty members in our department, it is a large department, and most of the faculty are not involved in language teaching to any great extent. The Spanish faculty seem to have confidence in those responsible for the language courses, and support their efforts.

In identifying a successful individualized program or a successful student in that program, we must consider several factors. First is the quality of instruction and learning. Another would be whether the program meets the needs of its students and whether the students meet the expectations of the staff. Still another criterion would be comparative: how do our students perform when compared with those who have taken Spanish in the classroom?

This last factor can be measured. Beginning in the Winter of 1979, we have been administering a computer-graded achievement test to all students in Spanish 104, and we compare the grades of the classroom students to those of individualized students. Thus far there seems to be little difference between the two groups, and while a very few of our former students scored poorly, most received grades of average to above average.

Quality of instruction, and attaining staff and student goals are more difficult to measure. In general, if a student wants simply to "get through with" the language requirement, he will not do well in the individualized program, nor will he appreciate what it has to offer. However, students who are really interested in learning a language, and students with extremely poor language skills seem to profit considerably from the program.

TABLE A

College Adviser

ADJUSTMENT OF CREDIT CONTRACT - INDIVIDUALIZED INSTRUCTION

Name Vega (Last) Lope (First) F. (Middle) College ASC

Social Security No. 000-00-0000 Date 2/14/79

Quarter and Year Winter 1979

ACCORDING TO THE SEVENTH WEEK ROSTER THIS STUDENT IS CURRENTLY ENROLLED AS FOLLOWS: Spanish 102.02 / 5 hours

| Department | Course No. | Call Number | Enrolled/Add/Drop (Credit Hours) |
|---|---|---|---|
| | 101.0__ | | |
| Spanish | 102.02 | 7323-8 | Drop 2 hours |
| | 103.0__ | | |
| | 104.0__ | | |

The student identified above hereby contracts for a total of 3 hours of credit.

Lope de Vega
Student's signature

Instructor's signature

white - Student copy
canary - Department copy
pink - College copy

Director's signature

College Adviser

ADJUSTMENT OF CREDIT CONTRACT - INDIVIDUALIZED INSTRUCTION

Name Picasso (Last) Paul (First) (Middle) College ART

Social Security No. 111-11-1111 Date 2/16/79

Quarter and Year Winter 1979

ACCORDING TO THE SEVENTH WEEK ROSTER THIS STUDENT IS CURRENTLY ENROLLED AS FOLLOWS: Spanish 101.02 / 5 hours

| Department | Course No. | Call Number | Enrolled/Add/Drop (Credit Hours) |
|---|---|---|---|
| Spanish | 101.02 | 7301-2 | Enrolled |
| Spanish | 102.02 | 7323-8 | Add 3 hours |
| | 103.0__ | | |
| | 104.0__ | | |

The student identified above hereby contracts for a total of 8 hours of credit.

Picasso
Student's signature

Instructor's signature

white - Student copy
canary - Department copy
pink - College copy

Director's signature

TABLE B

AVERAGE NUMBER UNITS COMPLETED PER STUDENT

| | Au 77 | Wi 78 | Sp 78 | Su 78 | Au 78 | Wi 79 |
|---|---|---|---|---|---|---|
| By Students Completing 1 Unit or More | 3.05 | 2.84 | 2.58 | 2.60/2.2* | 2.59 | 2.92 |
| By All Students | 2.42 | 2.17 | 1.81 | 1.79/1.5* | 2.48 | 2.63 |

* Without student who completed 10 units

TABLE C

CREDIT CONTRACT SUMMARY

| | Au 77 | Wi 78 | Sp 78 | Su 78 | Au 78 | Wi 79 | Sp 79 |
|---|---|---|---|---|---|---|---|
| No. Students | 48 | 40 | 43 | 28 | 97 | 157 | 146 |
| Ave. No. Units Contracted | 4.00 | 2.75 | 2.65 | 3.00 | 2.58 | 2.90 | 3.25 |
| % Students Fail | 33% | 28% | 37% | 43% | 6% | 15% | |
| % Completing 1-2 Units | 13% | 37% | 33% | 25% | 57% | 44% | |
| % 3-4 Units | 27% | 28% | 21% | 25% | 29% | 27% | |
| % more than 5 units | 27% | 7% | 9% | 7% | 8% | 14% | |
| Ave. No. Units Complete Contract | 3.84 | 2.59 | 2.70 | 3.13/2.7* | 2.63 | 2.99 | |
| Most Units Done | 7 | 5 | 7 | 10/5* | 6 | 8 | 10 |

* Without student doing 10 units

(TABLE D - see next page)

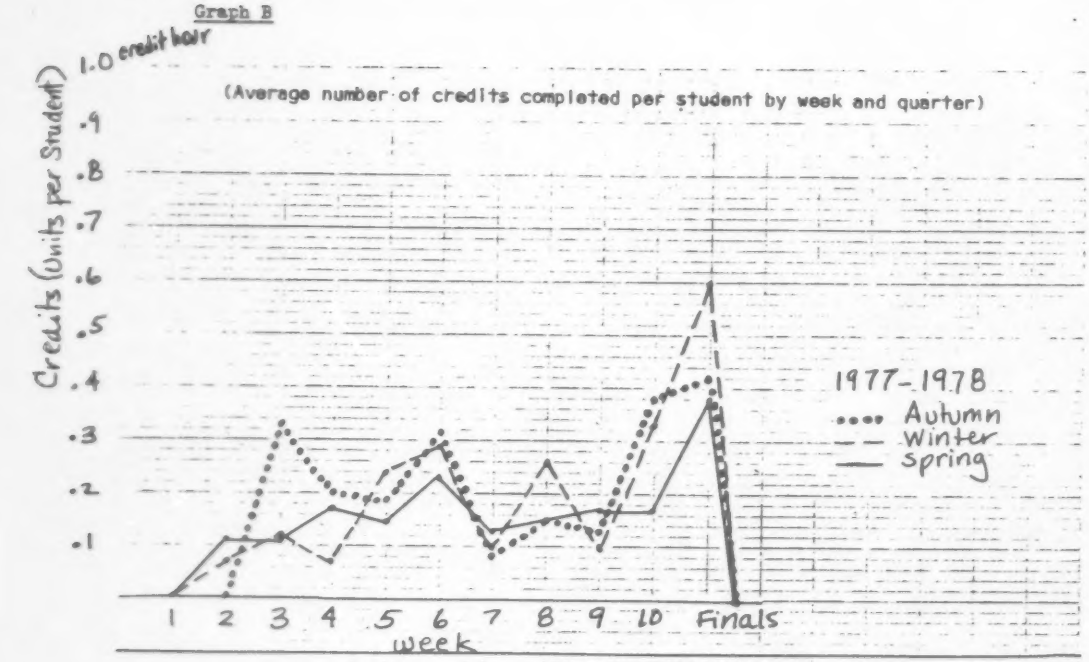
TABLE E

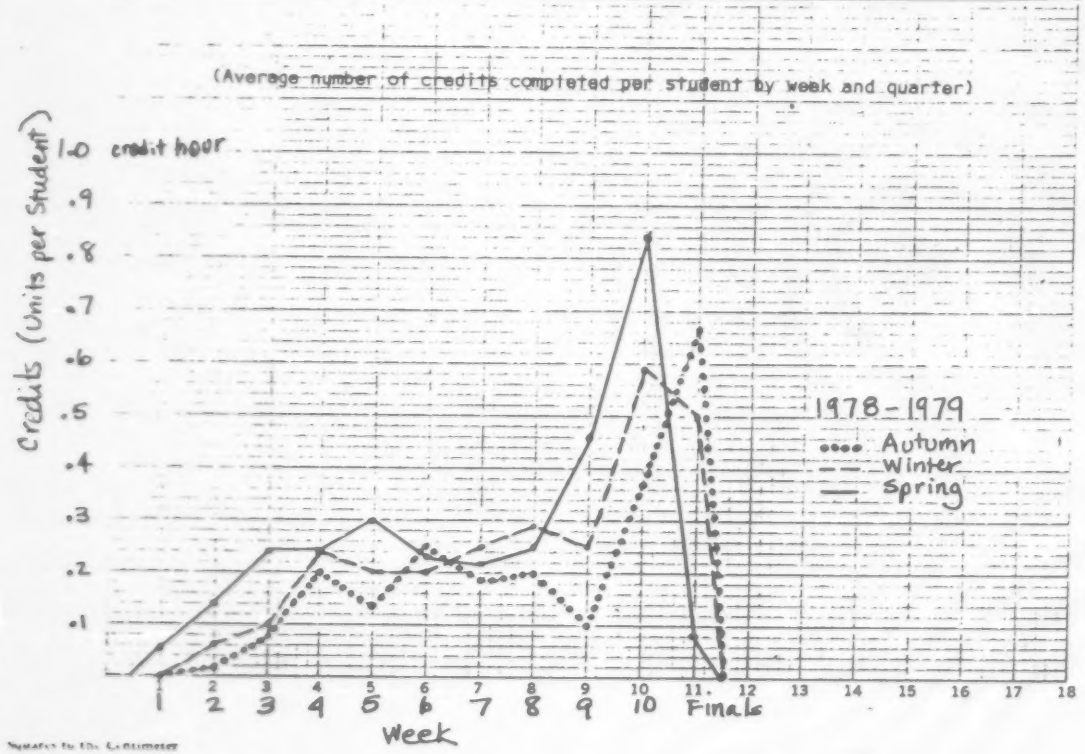
ATTRITION RATES — 14th DAY TO FINAL COUNT
CLASSROOM (.01) AND INDIVIDUALIZED (.02)

| | 101.01 | 101.02 | 102.01 | 102.02 | 103.01 | 103.02 |
|---|---|---|---|---|---|---|
| Autumn 1978 | 10% | 24% | 15% | 33% | 12% | 36% |
| Winter 1979 | 18% | 24% | 17% | 12% | 13% | 32% |

TABLE D

Graph B



SESSION III

# INDIVIDUALIZED INSTRUCTION IN ARABIC, FRENCH, GERMAN, LATIN, RUSSIAN AND SPANISH AT INSTITUTIONS OTHER THAN THE OHIO STATE UNIVERSITY

FRIDAY, MAY 11, 1979
1:00 - 2:30

*Arabic*

*Roger Allen*
*Oriental Studies*
*840 Williams Hall*
*University of Pennsylvania*
*Philadelphia, Pennsylvania 19174*

*Abstract*

*Pacing is the central problem Professor Allen addresses with the wide variety of individualized materials he has created. Students range from freshmen new to language study through graduate students familiar with one or more Semitic languages. Materials: 36 hours of videotaped lessons, based on textbook written by Professor Allen. Procedure: Students may enroll any time during the year, and proceed at their own pace. Grade (Pass/Fail) is given upon completion of entire course. Problems and Comments: Motivation is crucial issue.*

*Full Text*

In that this conference is centered around the programs of individualized instruction at The Ohio State University, my presentation today will begin by identifying the ways in which individualized instruction at Penn differs from the excellent program which was described to you by Professor Cadora and Mr. Daher yesterday.

The Arabic course at Penn differs firstly in its origin, in that it has emerged from problems associated with the normal classroom course taught during the academic year. Penn's Arabic program is the oldest in the country (the first professor was appointed in 1788) and serves a variety of graduate programs in Semitics, Hebraica, Assyriology and modern Middle East Studies. It also caters to the interests of a number of undergraduates who begin Middle Eastern Studies. Thus, the academic year course has a potential clientele which can range from freshmen through second- or third-year graduate students who will already be familiar with one, if not two, Semitic languages. It is thus the problem of pacing this class which has led me to produce a wide variety of back-up materials in order to allow for the tremendous range in language acquisitional ability. This process culminated in the preparation and recording of a series of videotapes in the summer and fall of 1974 (which will be described below). Amazingly enough, it was through the vision of the Dean of the university's College

of General Studies that the idea to institute the individualized course in Arabic was formulated and then put into practice.

A second way in which the Penn program is different is a result of the description in the previous paragraph: the entire system is based on one person, myself (although it can, of course, by used by others). Thus far only one person has been involved in the preparation of all the materials and the teaching of the course itself. As a (perhaps natural) result, the written materials are not available in such a professional format as is obviously the case with most of the Ohio language texts.

A third and final way in which the Penn course differs is in its clientele and format. Students registered at the university during the academic year will normally take the classroom course (five hours per week, one hour per day). Although the individualized course is based on exactly the same materials, it has been devised for those people who do not have the time available to take the classroom course: university employees, businessmen, housewives, and so on. The individualized course has no classes and is not tied to time in any way; it is intended to be entirely individualized and self-paced.

The Materials

The entire syllabus is based on a textbook written by the present writer, a project begun in 1970 and in a process of constant improvement and revision. The work uses the "grammatical," "deductive" method to teach modern standard Arabic, the written language of the Arab world today and the medium of speaking and comprehension among Arabs of different dialect areas.

The explicatory materials in the textbook are treated on thirty-six hours of videotape (3/4 inch cassettes), divided in the following way: five hours on script and phonology; twenty-six hours for the individual lessons in the textbook; five hours for review sessions. The television tapes involve a certain amount of viewer participation, but are primarily intended as a reference to be used in conjunction with all the other materials. The format used is mostly that of a split screen, the instructor appearing in one half, while in the other half another camera follows his hand as it illustrates various grammatical and syntactic features on a series of graphics.

To back all of this up, there is also a series of reel-to-reel audio tapes (divided up for easy duplication on to cassette tapes, if required). One hour-long tape is available for each lesson in the textbook and contains the following: a thirty minute discussion of the materials of the lesson (these formed the pilot project for the videotapes described above and have been retained because they can be recorded and taken away from the campus itself — see further on this below); a reading by a native speaker of the vocabulary and example sentences for each lesson; drills of various kinds (repetition, transformational, cumulative, and so on); a comprehension passage for which no written text is available.

The students who enroll in the class are able to do the bulk of the learning process in the place and at the time of their choice. They need to come to the campus for two things: to watch the television tapes and

record the appropriate audio materials (both found in the University's Audio-visual Center), and to have meetings with the instructor. At these meetings, the student is able to ask questions about any details which have not been fully understood and to go over the written assignments which have been done (a key is provided for initial self-correction of these assignments). At the conclusion of that process, the instructor examines the student to see if a particular level of proficiency has been achieved.

Procedure

The course is described in the College of General Studies Bulletin as "instructor's permission required." This ensures that the student has talked over the course and its methods thoroughly with the instructor before enrolling. To begin the course, the instructor sends a letter to the College; this individualized procedure is necessary because the Penn program is yet more individualized than some, in that students may enroll at any time of year and proceed at whatever pace they wish. There are no semesters, and a grade is only given upon completion of the entire course (two semester units, the equivalent of two semesters of instruction on a five hour per week basis). The one grade applies to both course units; all the tests and examinations are on a pass/fail basis. Only when the student masters the materials in the assigned lessons at a level of 80% or above does he/she proceed with the next assignment. The pace at which the course is taken is determined entirely by the student; the maximum time allowed is three years (with a $10 per semester renewal fee), and the quickest time taken thus far has been eight months.

Problems and Comments

The most important question raised by my use of this method thus far has undoubtedly been that of motivation which is probably the crucial question in the context of individualization. The course at Penn which I have described is extremely flexible and is designed to be so. It may however be too flexible, in that the motivation of the major clientele which uses it (the non-student population of the Delaware Valley region) has lost many study habits of earlier years and finds it difficult to maintain the momentum of study in the face of the conflicting demands of work and family. It is on this process of motivation and more specifically the establishment of goals through a kind of "contract" system that I am working at the moment.

Precisely because of the fact that the individualized course at Penn does not usually include regular students in its clientele, it is difficult to draw any valid comparisons between the academic year course and the individualized course, and therefrom between the Penn system in practice and the Ohio State system. However, I can say in conclusion that the students who have completed the individualized course and then proceeded to the intermediate level have come to the second level with a better command of the materials of the elementary course from every point of view. I am left with the strong feeling that, if certain procedural problems with regard to individualization can be worked out, it should come to be regarded as the normal mode of language instruction, while the current classroom format, with its false assumptions of homogeneity of skills

among students enrolled in language courses, should be viewed as a less satisfactory method.

As a footnote, let me suggest that, while we have been talking here about language acquisition, some of the above remarks on student performance may also raise questions concerning language loss, itself the subject of an NEH-funded project at the University of Pennsylvania.

SESSION III, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN FRENCH AT AUGUSTA COLLEGE

*Colette Avril*
*Augusta College*
*Augusta, Georgia 30904*

*Abstract*

*French 211 is an individualized option to the classroom course. Students represent a wide range of interests and disciplines. Orientation, attendance requirements, language lab, weekly schedule and testing are described. Tutoring is provided by student assistants.*

*Full Text*

At Augusta College French 211 is a 5 hour course open to students who have passed French 111 and French 112 (elementary French levels). It gives students an option to pursue French through 201 and 202, courses taught according to a traditional method, or to enter this self-paced individualized method. The maximum class enrollment is 25 students and generally is an average of 20 students (currently there are 18 students enrolled).

The students are from different disciplines (majors). Some are post-graduate, some audit the course to acquire an oral proficiency for business or travel.

The core text is Continuons á Parler by Hagiwara and Politzer; the course has been recorded on cassettes (with phonetic-grammar-conversation comprehension exercises). These cassettes are available on a 3-day loan from the library, or for use in the Language Lab in individual listening booths.

To attract students from different fields of interests, and to accommodate the different backgrounds of our students, I added supplementary books: L'art de la Conversation by Lenard-Hester (Harper & Row); En Français - Carton-Carpio (Nostrand); Le Français des Affaires by Dany Reberioux Renty (Hachette); French Song by Pierre Bernac (Praeger Pub.); and my own books for beginning French for Business and "On se débrouille en français" for travelers.

It is important that French 211 serve different majors: business, voice majors, as well as students who are simply interested in using French for traveling.

The first week of class is an orientation week when the students are given:

a. a syllabus of the course
b. a private interview to "diagnose" the level of proficiency of each student and to stress how goals and criteria may be achieved;
c. a weekly schedule for lab sessions and testing sessions.

The student is responsible for setting his appointments for tests whenever he is ready; tests may be repeated in case of failure. Grades are criterion-referenced. (A student may repeat a test as many times as he wants, but each test becomes more difficult.)

The Language Lab is open from 8 a.m. to 5 p.m. every day. I am available from 12 to 5 p.m. daily. Group sessions are required 3 times a week (at the hour scheduled on the registration bulletin) for general work on sounds, rhythm, intonation, and twice a week there are informal conversations on topics of general interest, with questions and answers from the students. Examples: introducing myself, hobbies, sports, cooking, likes, dislikes, art, education, character; an invitation to a concert, play, movie, dinner, picnic, game, to visit a family, and to visit an historical site. The students discover that language learning is a communication tool in French.

The schedule for French 211 is as follows:

-From 11 to 12 (50 minute class)
-Mon. Wed. Fri. - group sessions
-Tue. and Thurs. group conversation 11 to 12
-Lab. sessions, with immediate correction from a trained lab assistant; duration (5 minutes to 2 hours) determined by student
-Test practice with Lab assistant (1 to 10 minutes)
-Conference with Instructor (30 minutes) any time the student desires
-Testing (5 to 30 minutes) whenever the student is ready.

Tests are given to evaluate comprehension, grammar, vocabulary, spelling, oral reading, and speaking abilities. The student must complete 10 tests from each category by the end of the quarter and he must also have achieved each criterion as stated on his test sheet. (Grades at our College are A, B, C, D & F). The instructor keeps a record of all the tests given during the quarter and the average of all these tests is the final grade. To avoid procrastination extra credit may be earned according to progress-effort and participation in extra activities, such as drama, production, leadership in group conversations. I administer and grade all the tests, prepare all the remedial work on cassettes, and create alternate tests.

If the student feels that individualized instruction is not for him or for her, he may withdraw from the class before midterm without penalty (general rule at Augusta College). On the other hand, individualized methods permit greater flexibility vis á vis attendance. In cases of long illnesses the student may still achieve his goals and criteria by establishing a special schedule with the instructor.

Let us study some administrative details. This method requires a lot of time; ideally it requires some outside help for tutoring (as OSU needs Teaching Assistants). For economic reasons I trained students on work study to become lab assistants and tutors. (This way they did not cost any extra money to our Department.) But it took me a lot of time, a lot of extra hours to train them during a full year. Students are either majors or minors in French or Education. Some students volunteer for the training program to develop oral proficiency while they pursue literary courses. (Lab assistants on work/study programs are paid the minimum wage and work 15 hours a week).

French 211 stimulates students' interest, eases fear and anxiety about speaking, and develops keen sensitivity to the musicality of the French language. It permits the students to appreciate progress and above all to see the professor-student relationship in a new light: the professor is a friend who coached, trained, helped and encouraged.

After completing this course, most students will minor in French or pursue it as a related field or an extra-curricular activity. It is interesting to note that some of our students have become involved in Drama performances and even Drama competitions in French. All of these performances required special individualized coaching in French, diction, and acting. Augusta College students performed Ionesco's La Leçon and scenes from Molière's Les Femmes Savantes and Le Malade Imaginaire.

The students achieve more in my individualized course than in the traditional classroom atmosphere where there is not time to listen to 25 or 30 students "freeze" when asked to speak in front of others. Students are proud of setting their own pace and being responsible for their own achievement, and they really enjoy the course.

I think that the individualized method of instruction is the best way to teach students to converse in a foreign language. All changes of approach take time to convince colleagues used to a traditional method. Any success in foreign language learning requires a lot of time and enthusiasm from the instructor.

SESSION III, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN FRENCH 201

*Sue Huseman*
*Department of Modern Languages*
*Illinois Wesleyan University*
*Bloomington, Illinois 61701*

*Abstract*

*An individualized course in intermediate French includes career-related materials. Students select one of the following special interest sections: Commercial French, Enrichment French, Readings in the Social and Natural Sciences, and Drama. The course is part of the language requirement; there is no attrition. Motivation and achievement are described as good.*

*Full Text*

I. French 201: Name: Intermediate French
Level: Third semester of required basic sequence foreign langauge
No. of credit hours: 4 hours/1 unit

Course description and structure: French 201 at Illinois Wesleyan University attempts to provide career preparation at the basic sequence level of language instruction. The course integrates job-specific language training while continuing to develop linguistic skills and cultural awareness already begun during the first two semesters of language instruction (French 101 and 102). This course is an outgrowth of the recognition of the increasingly pluralistic nature of our society and of the growing numbers of multinational corporations functioning in the United States. It addresses itself, at the intermediate level of language instruction, to the growing need for bilingually trained professionals in all fields.

The course meets 4 days a week for a total of 5 hours. One day is devoted to building aural/oral skills as well as conversational and listening comprehension skills (text - Suivez la Piste, EMC publisher). Tuesdays and Thursdays are devoted to grammar, pattern drills, written and oral exams (Mise en Train, Ionesco and Benamou, Macmillan & Co., 1979). Fridays are reserved for the introduction of career-oriented vocabulary, dialogues, reading, and other activities that are specifically geared to the future professional interests of the students. The class is broken down into 4 career interest groups, although ideally, it would of course be better to have even more specifically oriented groups: a) Commercial French, b) Education-Enrichment French, c) Readings in Social and Natural Sciences, and d) Drama-Play

II. CURRICULAR MATERIALS: All Sections

A.

TEXTS & SUPPLEMENTARY MATERIALS:

1. Mise en Train, Ionesco & Benamou, Macmillan and Co., 1969
2. Suivez la Piste, E. de Harven, EMC, 1971 (detective thriller in 25 episodes, tape program included)
3. There is a Language in Your Career, T. Tamarkin, & E. Wilkins authors, (video-pack on applicability of foreign languages to a career).
4. Careers in Foreign Languages (reference book), June L. Sherif, Regents, 1975.
5. Je Vous Présente, G.J. Courtney, Longman Publishers, Ltd., London. (2 large tapes with interviews of persons in different careers in France, interviews include those with "un medecin de campagne, un étudient d'université, un technicien d'Air France, un hotelier, un fabricant de liqueurs).

B. Section I: Commercial French

TEXT:

1. Introduction au français commercial, B. Cresson, Didier, 1957.

SUPPLEMENTARY MATERIALS:

1. Le Français au bureau, Lentz, Watson, McGuinn, Longman Ltd., 1976.
2. Pour rédiger correctement le courrier, P. Mandoune, Dunod, 1973.
3. articles in French periodicals and newspapers
4. letter-writing: students are asked to write various kinds of letters
5. cultural awareness; Tamarkin-Wilkins serial, business lunch
6. skits, mock interviews, role-playing
7. students are asked to respond to ad in French newspaper

C. Section II: Enrichment French

MATERIALS:

1. variety of French children's books
2. transparencies, parts of the classroom, animals, foods, etc.
3. development by students in the section of their own projects, games for the children, etc.
4. mock, practice teaching
5. training in making A-V materials

D. Section III: Readings in the Social and Natural Sciences

MATERIALS:

1. Introduction à l'étude de la medecine experimental, Claude Bernard, Classiques Larousse.
2. Reading Expository French, R.J. Nelson, Harper & Row, NY 1965

3. various articles from different disciplines suggested by members of the departments teaching social and natural sciences
4. transparencies of parts of the body, face, organs, etc. for students in biology, physiology, etc.

E. Section IV: Drama-Play

MATERIALS:

1. Les Trois Coups, Todd Straus, Rand McNally College Publishing Co., 1977.
2. This section is responsible for putting on a play. The play is read, interpreted; roles are assigned. The group works on all aspects of the production (costumes, lighting, staging, etc.). The play is then performed for the class and videotaped.

## III. ENROLLMENTS

Approximatately 23 students per class (three classes); these students are then divided into one of the four interest groups already indicated (see II).

## IV. ATTRITION

There is virtually no attrition as the course is part of the required basic sequence of foreign languages required for the B.A. degree.

## V. ADMINISTRATIVE DETAILS

For each section we use a student assistant who is a French major; this student is responsible for coordinating activities for the section she is in charge of. Assistants are graded on their handling of the class; they are asked to keep a folder of materials used and a description of their methodology. In turn, they ask the students in their section to keep a notebook of the career related activities and exercises they develop. These assistants tend to be double majors (French & Business, French & Elementary Education, French & Biology). These students receive a grade for the course and get credit for the "assistantship."

## VI. AURAL/ORAL SKILLS

tested by:

1. oral testing (question and answer, conversations)
2. mock interviews
3. skits and role playing
4. listening comprehension tests
5. vocabulary building skills of Suivez la Piste
6. tape programs

## VII. MOTIVATION AND STUDENT EFFORT

Students in French 201 are usually quite motivated since they can see the applicability of French to their careers. For students who are motivated

enough to continue in French the department offers a Certificate of Fluency in French upon completion of certain courses beyond the basic sequence and upon successful completion of a written and oral examination.

## VIII. STUDENT ACHIEVEMENT AND SUCCESS OF COURSE

Generally speaking, student achievement has been high as measured by the quality of required notebook, tests, and improvement of oral/aural skills. This is only the second year that this program has been in effect. We have, however, noted an increase in the number of students from the basic sequence who have gone on to take French 254, Intermediate Conversation, which is not a required course.

We polled the students in French 101 (1st semester) as to the relevancy of French to their careers; most felt that it was virtually useless. A poll taken after the completion of 201 indicated a large increase in the number of students who thought they would be able to use some French in their future careers.

## IX. FACULTY ATTITUDES

Attitudes are generally positive. Without the student assistants I believe the program would be much less successful. The increase in the number of students going on to take additional courses in French has done much to create a positive attitude on the part of the faculty.

# FOURTH-SEMESTER FRENCH CONVERSATION AND COMPOSITION AS A STARTING POINT FOR AN INDIVIDUALIZED PROGRAM

*Virginia Ori*
*Department of Modern and Classical Languages*
*University of Notre Dame*
*Notre Dame, Indiana 46556*

*Abstract*

*The individualized fourth-quarter French course is described. Oral proficiency is stressed. Classes meet 3 times weekly; textual materials include reading selections on controversial topics to encourage discussion; grammar exercises; questions based on a play; a poem that the student practices repeating on a casette tape. The course is very time-consuming: the instructor must diagnose students' weaknesses, and keep detailed records on the number of points accumulated in each of 5 areas. Points and grading are explained. Weekly debates promote conversational practice. Motivation is good; competition is de-emphasized.*

*Full Text*

It is often considered extremely difficult to start a new, innovative language program because this is often seen as a threat to the more traditional, established program already being used in a department. It may become overwhelming to think in terms of a total program when forced to face the reality of budget limitations, antiquated equipment, a structured time requirement, and faculty unfamiliar with methods of individualized instruction. It may be more advantageous to narrow one's starting point to a single course and then to expand as money, equipment, and interest warrant.

The fourth-semester French course which I will describe is still in the early stages of development. It has been offered twice, once to a small class and once to a fairly large class. This level was chosen because it is often the first one beyond the "required" course stage, and it is the first level where students know enough grammar to work on it in an unstructured manner. The course is directed toward oral work as much as possible; no matter how much one theorizes about oral work in the first semesters of language learning, the truth is that when class enrollment is greater than 20 per instructor, students do not receive adequate oral training in a traditionally structured class.

The course described here works around three fifty-minute class sessions per week. A good grammar reference book and a collection of short reading selections, preferably somewhat controversial, should be used. Supplementary material includes: (1) grammar exercises which

address areas of weakness of the individual student, as determined by a diagnostic exam taken at the beginning of the semester; 2) worksheets with questions pertaining to a play selected by the student, to be listened to during the semester; 3) a blank tape reel or cassette for recording a poem chosen by the student, to be read (preferably) by a native speaker. Ten copies of the poem are given to the student; he returns one copy with his recording of the poem on the same tape as the pre-recorded copy. The instructor can thus make phonetic corrections on the copy of the poem.

This course is quite time-consuming for the instructor. At the beginning of the semester he must administer and correct a diagnostic test to determine the areas of grammatical weakness of each student. This test helps determine the level of proficiency expected of each individual, and can be used to place students together in somewhat homogeneous small discussion groups. The instructor must also keep a record of the points accumulated by the students in various required areas: 5 points for recitation of the poem, 15 points for grammar sheets, 10 points for five two-page compositions, 10 points for the play, 20 points for independent projects, 20 points for three oral exposes, and 20 points for participation in debates given in class. There is also extensive review of grammar sheets and compositions because they are not actually corrected; rather the area, and perhaps type, of error is indicated so that students may try to correct themselves. From the diagnostic test results, the instructor determines when the individual has done well enough to receive his points; it seems, however, to benefit all concerned to place a limit of three or four correction attempts, at which time the student receives the points if he has made an honest effort to correct the paper. The worksheets on the play should be checked to make sure the student understands what he is listening to, and the tape recordings of the poem must be listened to for pronunciation errors. Again, it seems best to limit the number of times a student recites the poem, perhaps once every two weeks. The instructor must guide and advise individuals working on independent points, which they acquire by exploring areas of particular interest to them. Finally, the instructor helps students choose their play, poem, oral exposé topics, and debate topics.

About 75% of the points for the course are aural-oral. These include the poem, the play to be listened to for content and oral expression of actors, the oral exposés, the debates and discussion in class, and one-half of the independent points. Class time is structured for a maximum of oral-aural participation, and a minimum of instructor domination of discussions. Debates are conducted every week that oral exposés are not being presented. On the first day a selection is read aloud, and the class discusses the topic. The second day, students meet in small groups for discussion independent of direct instructor intervention; these groups are homogeneous so as not to discourage either the best or the poorest students. At the end of this hour an announcement is made concerning which debate groups will participate on the third day and which side of the debate each group will have. The debate groups are different from discussion groups: they are heterogeneous so as not to give an advantage to any one group. They meet on their own for final preparation of the debate. The third day the two groups present their debate: each side has 10 minutes to present its arguments, then the groups meet for 10 minutes

to solidify the rebuttal arguments. All students meet in debate groups, the observers (as opposed to the debaters) discuss strengths and weaknesses of each presentation thus far and what type of rebuttal each side might give to the opposition's arguments; each debate group then has 10 minutes to present its rebuttal. The observers must turn in a short paragraph indicating which side they thought best presented its arguments and why. This is meant to encourage active aural participation. Throughout the semester, students also present three oral exposés approximately 10 minutes long. Students take notes so that, after all oral exposés have been given, they may meet in small groups, talk about the presentations and collaborate on writing one page which is then turned in to the instructor.

Students who have taken this course seem highly motivated. The topics for discussion are chosen by those taking the course, and there is almost no restriction on topics (one need not necessarily talk about French or French culture). The debate topics are controversial and should elicit definite opinions: topics might include the validity of a traditional marriage; traditional male/female roles in today's society; the possibility of a lasting peace in the Middle East; the pros and cons of television; the question of abortion. The grade is determined totally by the student because it is based on the number of points accumulated; one must have at least 60 points to pass the course, and a definite point value is set to the traditional A through D grades at the beginning of the semester.

It is difficult to accumulate enough points for an A without consistent effort throughout the semester. The amount of work required in the various areas assigned for point accumulation is sufficient to require constant, weekly effort. If left until the end of the semester, the work becomes overwhelming and almost impossible to complete. Furthermore, the class time is so structured as to insure active oral and aural participation throughout the semester. Students know two weeks in advance that they are to present their exposés; there is never more than three weeks' time between these oral presentations. When debates are being given, no one knows which group will be chosen until the end of the second day; this is to insure that all groups discuss both the pros and cons of a position, and it encourages students to show an active interest in the topic. Small groups make it easier for all students to speak and harder for an individual to melt into the background. Finally, students are encouraged to work collectively outside of class in areas that are difficult or time-consuming for them. This helps to keep poorer students from becoming discouraged and gives the better students the satisfaction of helping and guiding another person through difficulties which they have already conquered. Stimulating interest and effort is perhaps the least difficult for the instructor.

Because the program is still in its infancy, it is difficult to compare the students to those in a classroom setting. The most obvious advantage to this course is that the students have an optimum amount of time to speak and listen to the language because only a small portion of the course is confined to the classroom. Students also have the opportunity to explore more areas of interest. Those taking this course have become more confident of themselves in French by the end of the semester, and they are consequently better able to express themselves on topics of every day interest.

By the end of this course, a student can comprehend French when it is spoken at nearly conversational speed. He should also be able to make himself understood on topics of general interest, and he should have started to feel more at ease in the language. It is to be hoped that psychological barriers are beginning to come down and that the student is starting to regard the language as a means of communication and as a total "set" within which a person can live and function. Grade-wise, of course, the student determines for himself how "successful" he is going to be.

Students seem to like the individualized approach primarily because there is less pressure to perform for the sake of a grade. There is also no class competition, and students can work more or less at their own rate. They enjoy the freedom to explore different areas of personal interest, and they find the areas of discussion relevant and interesting. Moreover, the amount of time for participation is greater here than in a more traditional class. A possible indicator of interest in the course is the fact that 13 out of 21 students wish to take at least one more course in French, and two of those want to double major in French.

The success of this program is uncertain at this time. Many faculty members are interested in it, but it is necessary to confront a solidly entrenched, traditional system of instruction, an antiquated language laboratory, and a very limited budget. A course such as this is, however, an inroad into the system and seems to satisfy a very definite need of the students. By having students from this class go on to more advanced courses, it also "justifies" itself, and a good argument can thus be made for a greater budgetary allotment. If properly developed, this course can become a base from which other courses can be developed, perhaps including eventually an integrated program of individualized instruction.

SESSION III, CONTINUED

# INDIVIDUALIZED FIRST-YEAR FRENCH AT GRAND RAPIDS JUNIOR COLLEGE

*James Zemboy*
*Department of Fine Arts and Foreign Languages*
*Grand Rapids Junior College*
*Grand Rapids, Michigan 49502*

*Abstract*

*Introductory French (101 and 102) in an individualized setting is described. Curricular materials include commerical texts, a study guide prepared by the author, and audio tapes for vocabulary, exercises, and comprehension activity. Variable pacing is offered; students take tests when they feel sufficiently prepared. Mastery is required in all five areas (Culture, Structure, Vocabulary, Listening, Speaking) before the student may advance to the next lesson. Minimum attendance of 4 hours per week is required; activities are scheduled for specific days. In the second semester, some choice of activities is possible. Accurate pronunciation is stressed through exercises, quizzes, and extensive work with the instructor. Motivation is encouraged through required mastery, a learner-centered curriculum, and criterion-referenced grading. Attrition results largely from procrastination. Enrollments have increased, since 101 and 102 are offered concurrently. The program is more effective but also more costly than the traditional approach.*

*Full Text*

The introductory French course at Grand Rapids Junior College is a two-semester sequence: French 101 (4 semester hours) and French 102 (4 semester hours). The textbook is Valette and Valette, Contacts: Langue et Culture Françaises and its accompanying workbook. There are also a variety of readers, including Passeport pour la France, Connaitre et se connaitre, Contes pour débutants and the elementary Heath graded readers. There is also a Study Guide for French 101 and a Study Guide for French 102. Each of these is a 60-page booklet that I prepared which is sold through the school bookstore for about $1.10. The Study Guide directs the student through each lesson by stating the learning objectives of the lesson, outlining a suggested method of study for the lesson, and providing a detailed description of the quiz which the student must pass before he will be allowed to progress to the next lesson.

The classroom is used exclusively for the beginning French program and I am the only instructor using the room. Therefore it has been possible for me to equip the room with tables and chairs arranged in such a way as to facilitate individual tutoring, work in pairs and small groups and, on certain days, large-group activities. There are also twelve listening booths equipped with cassette players, audio-flashcard readers and "sound page" machines. In one corner of the room there is a test area which includes tables and chairs as well as my desk and a filing cabinet containing the individual file of each student and blank test sheets. There is also a system for storage of cassette tapes and "sound pages" and a magazine table.

The content of French 101 and French 102 is divided into twenty-one lessons each. For each of the lessons I have prepared the following materials that the student can use at any time in the classroom:

1. a 30-minute presentation of the vocabulary, new structures, and cultural content of the lesson recorded on one side of a 60-minute cassette tape. Several copies of the tape are available in the room at all times. These presentations follow the format of the text lesson.

2. a 30-minute exercise tape on which I have recorded most of the test exercises for the lesson. These differ from commercially produced drill tapes in that I have included side remarks, advice to the student, additional drill and explanations in trouble spots as these occur in the exercises.

3. a 10-minute listening comprehension activity recorded on a "sound page." This always includes a dictation exercise and usually one or two multiple-choice listening drills requiring the student to concentrate his listening on certain new structures studied in the lesson.

4. a set of "audio-flashcards" on which I have written and recorded all new vocabulary of the lesson. These allow the student to hear individual words and phrases repeated as often as necessary and to record his own voice for comparison and pronunciation practice.

The course offers the possibility of <u>variable pacing</u>. That is, the student works through the material of a lesson, making use of the classroom materials, the workbook, the text, the teacher, his classmates and so on, until he feels prepared for testing. He may take a test on any day, but I confine testing to the last twenty minutes of the class period in order to be free for the balance of the period to work with individuals. Each quiz consists of five sections, testing the student's mastery of Culture, Structure, Vocabulary, Listening and Speaking. Mastery in all five areas is necessary for passing the quiz and moving on to the next lesson. If one or more areas in the quiz show evidence of non-mastery, the student is directed to do specific remedial work leading to mastery in that area. When remedial work has been done, retesting occurs. When the quiz is eventually passed, it is placed in the student's file and the student is permitted to move on to the next lesson. Quizzes are always checked immediately.

The student's semester grade is determined by the number of lessons that he has mastered. Mastery of 12 lessons results in a D; 15 lessons, C; 18 lessons, B; 21 lessons, A. If the student goes on to French 102 the following semester, his French 102 program begins where he left off in French 101.

Each student works through the individual lesson in a different way, according to his own learning style, according to his own background in French, and according to his own individual need. Some students make heavy use of the variety of taped materials in class; others request copies of the cassette tapes for home use. Some students rarely use the cassette tape presentations, but use the recorded exercises. Some use the flash-card readers while others prefer to work on pronunciation with me. Many students need little explanation of French structure but make use of me as a drill partner. There are some students who often work together with a friend, but most prefer to work alone or with me. Because I maintain an open classroom, the students can use the room for as many hours per day as they wish.

Students are expected to attend class at least four hours weekly, and to keep track of absences I make use of a daily "sign-in" sheet. On Mondays, Wednesdays and Fridays, students generally use recording equipment, check their workbook exercises with an answer book in the room, ask me to explain new structures, work with me on pronunciation or structural exercises or engage in short conversation sessions with me in French, and take tests. On these days there are French 101 and French 102 students using the room at the same time. On Tuesdays the French 102 students are expected to participate in group conversation activities conducted by me, and on Thursdays the French 101 students participate in similar activities. Less motivated students, or students not interested in developing conversation skills, often do not attend the conversation sessions, and they do not usually develop much conversation skill. However, the more motivated students attend the sessions and enjoy the guarantee of at least one hour per week of class conducted entirely in French. The students who do not attend the conversation sessions do, however, succeed in mastering at least the fundamentals of pronunciation and the minimal aural comprehension skills required for mastery of each lesson. There is, in other words, ample <u>opportunity</u> for the acquisition of oral/aural skills without the necessity of every student, from the weakest to the strongest, participating together in activities that may bore the strongest and frustrate the weakest.

During the second semester, students may depart from the regular lessons and <u>substitute</u> for as many as five lessons a variety of linguistically valid activities. Usually these activities consist of readings selected by the individual student from a variety of readers on hand in the classroom. Some students have written short compositions or engaged in a special project for credit. For example, last year the opera <u>Carmen</u> was performed in French in Grand Rapids. To prepare for the performance, a number of students studied selections from the libretto, passed a vocabulary and translation test on the selections, listened to recordings of the selections and eventually attended the performance. For this they received the credit of five lessons.

As I have mentioned, students develop oral/aural skills in a variety of ways. But all students must pass quizzes in which specific pronunciation and listening skills are tested. I have found that since individualization began, my students have acquired better pronunciation than my former students studying traditionally. This has come as a surprise to me, since while I was developing the system, I fully expected oral work to suffer due to the reduced time spent in group work. I have found, however, that in this system the student hears French correctly pronounced most of the time rather than being saturated daily by the fractured French of their classmates, as is often the case in traditional classrooms. Furthermore, the fact that I am able to work individually with every student on his own pronunciation problems allows me to concentrate on specific problems and to "make every minute count." Finally, the fact that every test includes a section on specific oral-aural skills encourages the student to take pronunciation and listening seriously. In traditional teaching it was often impossible to test every student's oral proficiency adequately, and often students advanced through the course with mastery on paper only.

When working with individuals and also during the weekly group sessions, I make use of a "conversation booklet" that I prepared for my own use. Knowing at what level each student is currently working, I can consult this booklet and know instantly what vocabulary and structures the student has studied. Thus, I can work with students at slightly different levels and include all of them in conversation activities appropriate to their level.

I find that the mastery required before a student is allowed to progress from one lesson to the next is a motivating force in this system. A student cannot fail a quiz and simply move on to more advanced material, accumulating a series of failures and becoming lost and depressed or resigned to non-learning. No student is allowed to believe that he is incapable of learning. When a student does not pass a test, he is directed to do remedial work and he eventually passes the test. For some of my students this is their first experience in school in which they are repeatedly shown that they can learn difficult material and advance with pride to more difficult material.

A second motivating force operating in this system is the fact that all questions can be answered in private and that all instruction centers on the need of the learner rather than on the teacher's lesson plan, and that the instruction takes a form chosen, at least in part, by the student himself.

A third motivating force is the grading system. In this system, students understand, right from the beginning, that their grade will be determined by their achievement alone. They understand that under no circumstances will there be curve grading. The students always know exactly what is expected of them and that their course has been carefully planned in advance.

However, my system does not motivate all of my students, since I continue to have a certain attrition rate. My school is a junior college with an open admissions policy. Many of my students have had no language study previously; many were not serious students in high school and failed

to develop study skills. Some students embark with enthusiasm on their study of French, only to find that a great deal of effort, in the form of study and practice, is required. However, many students learn to study and to take responsibilities seriously while working in this system.

Students working in my individualized program generally maintain a more continuous effort than they did in my traditional classes because the fear of falling behind the class is now absent. Students understand, right from the beginning, that all effort is rewarded by advancement — and that advancement is controlled by careful testing — and that advancement is directly related to a final grade. On the other hand, there are students who are always sure that "tomorrow" they will accomplish something. Since they have no daily pressure to work, no immediate threat of failing grades, they procrastinate. I am afraid that I will never have the solution to this human problem.

There is no doubt in my mind that in the individualized setting there is more learning taking place by more students than in my own traditionally taught classes. However, the attrition rate and the grades that some of my students have achieved since individualization began do not indicate to the casual observer that more learning is taking place. In traditionally taught classes, an instructor can use curve grading in order to give the impression that most students are learning very well. He can write quizzes that he knows the majority will pass, even if he knows that the majority has not mastered the material; he can bend the truth when he assigns a semester grade. Grade inflation may not afflict every teacher in America, but it must afflict a large number, since feature articles in national news magazines have pointed out lower and lower scores on national achievement tests and, at the same time, higher and higher average grades on college and high school transcripts. In my system it is impossible to use curve grading, since the students must receive the grades that they earn through mastery of course content, whose performance objectives are established in advance and known to the students.

A successful individualized program, in my opinion, is one which offers a well organized format with clearly stated learning objectives, so that every student knows exactly what is expected of him; at the same time the successful program is flexible enough to accommodate a variety of learner differences. A successful student is one who can accept, or in the course of the semester, learns to accept the freedoms and responsibilities offered by individualization.

My students, for the most part, agree with me that the individualized system is better than traditional systems because it allows the individual to work in a way of his own choosing and to vary the pacing to suit his own need. Even the students who do not function well in my system realize that usually self-discipline is the major factor in their relative success or failure. When I taught French traditionally, there were students who dropped out; when they left, it was with a feeling that they were not capable of learning French, or that I was unreasonably strict. They often left with a negative attitude toward language study. Students continue to drop out of my classes, but not with the idea that they cannot learn; more often the feeling is that they have not put forth enough effort. Still, there are those who are so accustomed to curve-grading and last-minute minute cramming for tests that they are extremely annoyed by a system

that actually takes them and their learning seriously. However, most of my students, from the most to the least gifted, appreciate the advantages that individualization offers. This semester my very best student, and one of the staunch supporters of my system, is one who in the beginning held little promise for success. He feels, and I agree with him, that his outstanding achievement would have been impossible in a traditional setting.

Individualization has made it possible to increase the beginning French enrollment because it allows me to teach French 101 and French 102 at the same hour in the same classroom. Previously, our school offered two sections of French 101 in the Fall semester and two sections of French 102 in the Spring semester. It was impossible to enroll in French 101 in the Spring. Also, with only two sections to choose from, and because these often conflicted with the scheduling of important science laboratory periods, many students who would have enrolled in French did not do so. Now there are four small sections of French 101 and French 102 each semester operating throughout the day and both levels operate in the same classroom during the same hours. This added flexibility in scheduling has increased initial enrollments by about 45%.

I enjoy teaching French in this way because I believe in such things as performance objectives, mastery learning, and learner-centered instruction. I also believe in grading as a true reflection of learning. Planning and creating the materials for the course required an incredible number of hours of work, but I see daily the results of my efforts and I am very pleased with them. I hope to continue operating this system.

I must point out, however, that in order for my program to operate, it has been necessary for me to receive special treatment from my school. For example, I asked for and received:

1. exclusive use of a classroom, at a time when a classroom shortage exists;

2. exclusive use of a number of costly items such as the cassette players, audio-flashcard readers and sound page machines;

3. a relatively small number of students; I teach a maximum of 70 students per semester, which is far less than the average for our school but is, I feel, maximum for successful individualization as I have developed it.

Therefore, while I find individualization to be an improvement over traditional teaching, in my case it has been costly in terms of faculty load, classroom use and equipment use. It would not surprise me if my administration, extremely generous and cooperative in allowing me to develop the program, some day asked me to return to a more economical, that is to say, traditional system of class management.

# THE INDIVIDUALIZED INTERMEDIATE GERMAN PROGRAM AT VANDERBILT UNIVERSITY

*Katrin T. Bean*
*Department of Germanic and Slavic Languages*
*Vanderbilt University*
*Nashville, Tennessee 37235*

*Abstract*

*Curricular materials include both required and optional books, as well as tapes, answer keys, and a student handbook. Course requirements, procedures, testing and grading are described. Measures to ensure consistent effort include deadlines, comparison with classroom pace, and a progress chart. Flexibility of study, opportunity to retake tests, and an independent unit promote motivation. The independent unit enables the student to pursue an area of specific interest, such as reading technical literature, prose, poetry or drama; translating; producing a play. Instructors promote aural-oral practice through varied activities. Attrition is comparable to that in the classroom; enrollments are limited to make the best use of instructors' time. Subjective evaluation indicates student satisfaction with the individualized program.*

## Full Text

"Self-paced Intermediate German" (German 113/114), an alternate option to "Intermediate German" (German 103/104), was developed in the summer of 1975 under a Venture Fund grant for the improvement of undergraduate education. Successfully used at Vanderbilt since the fall of 1975, the course has continuously undergone modifications. The format described here is the one currently used.

## Curricular Materials

Books (required):

German in Review, by Kimberly Sparks and Van Horn Vail; Harcourt, Brace and World, Inc., 1967.

Der Weg zum Lesen, by Vail and Sparks, 2nd edition; Harcourt Brace Jovanovitch, Inc., 1974.

Books (optional):

Drei Kameraden, by E. M. Remarque, Waldo C. Peebles, ed.; D. Van Nostrand Co., 1957 (German 113).

Der Besuch der alten Dame, by F. Durrenmatt, Paul K. Ackermann, ed., Houghton Mifflin Co., 1957 (German 114).

Tapes:

German in Review: Since the publisher's tapes are limited to exercises from English to German, we prepared our own tapes.

Der Weg zum Lesen: We use the publisher's tapes as well as supplementary tapes prepared by the department. These additional tapes contain story texts and dictation and listening exercises.

Instruction in German Pronunciation, by H. H. Wangler, 3rd edition; EMC Corp., 1972. These tapes are available for students who wish to improve their pronunciation.

Gefahrliche Wege, by Emile de Harven; EMC Corp., 1976.

Geheime Mission, by Hans J. Konig; EMC Corp., 1975.

Answer Keys:

Keys are available to the students during language lab hours for all exercises in German in Review and for the synthetic exercises in Der Weg zum Lesen.

Student Handbook:

The student booklets, duplicated, bound in inexpensive folders and available through the bookstore, contain the course policy and study guides for all units to be completed in a given semester. The study guides for German in Review contain questions which require the students to summarize the rules given, supplementary notes and, occasionally, supplementary exercises. The study guides for Der Weg zum Lesen include learning steps, notes on the test, some supplementary questions, suggested topics for the required paper, and details on the test. A brief introduction to the story's author is also provided.

Tests:

We have three tests for each grammar chapter, two for each story. Aural sections for the story tests are on cassettes. Comprehensive grammar tests and final examinations complete the set of tests for the course.

Course Requirements

In German 113 students complete seven chapters plus a very small unit in German in Review, and six stories in Der Weg zum Lesen, or five stories in the reader and an independent unit, or two stories from Der Weg and Drei Kameraden.

In German 114 students complete four chapters and five small units (in

chapter 12) of German in Review, five stories in Der Weg zum Lesen, and either Der Besuch der alten Dame or an independent unit.

Each grammar chapter and each story or the play are considered one unit. In German 113 there are thus ten to fourteen units; in German 114, fifteen units. Students are expected to complete all the work within one semester. Incompletes are granted only in case of prolonged illness.

## Procedure

Students are required to take a brief test on the course policy within a few days of the beginning of the semester. They then begin to work on the semester's units with the aid of study guides, tapes and answer keys. Students may study the grammar units in any sequence they choose. When they have completed all of them, they have to pass a cumulative grammar test. They may learn the material in any way which suits their preferred learning mode. They may wish to use the lab tapes, or write out the answers to exercises and correct them either with the tapes or with the answer keys, or work with other students. They are not required to do all the exercises, but only what it takes for them to master the unit.

When students feel prepared for a unit test they come to see the instructor, who is available for two hours each weekday afternoon. In a partitioned corner of a room adjoining the language lab the student joins the instructor at a table large enough to seat two people comfortably side by side. A filing cabinet next to the table holds student files, tests and test tapes, instructional materials, copies of the student handbook, and proctor books for quick grading of the tests.

The instructor, who must be familiar with all the materials studied in German 113 and German 114, is available to answer questions on course materials as well as procedure, to speak German with the students, to administer oral pre-tests, to correct papers and tests, to keep files and the gradebook up-to-date, to advise, and when necessary, to prod students with notes and calls.

## Testing and Grading

There is one test for every unit. Most are worth 100 points, a few only 50 points, and a few others more than 100, depending on the amount of material contained in the unit.

Before students may take a unit test, they must pass a ten-item oral pre-test, in which they must answer correctly eight questions. When they have passed it they take the unit test. If they are not satisfied with the results they may take an alternate version of the test after a day or so of additional study. (In general, not many tests are retaken, and never more than twice.)

Since the grammar tests are not cumulative (they may be studied in any

sequence), students must take a summary grammar test after completing all grammar units. This test cannot be repeated. Students may take the final examination in the course as soon as they complete all work, no matter how early this may be. The majority take it during exam period. If substantial time remains, they may begin with the next semester's work credited in that academic period.

Final grades are based on a cumulative point total for tests, papers, and points earned in small-group meetings or for listening projects (see below). In German 113 students can earn up to 2300 points, in German 114 up to 2500. 90% of that total is required for an A, 80% for a B, etc.

## Pacing and Maintaining Effort

The term "self-paced" used in the catalogue and course description is an unfortunate one, since it gives students a false sense of security. Procrastination is indeed a problem in any individualized course.

We have found the following devices helpful. Our students can check their progress against that of the regular class with the syllabi of the two courses which we post.

In response to student performance we have instituted a few deadlines. The most important one is the date by which the first test must be taken, which is something students otherwise keep postponing for fear of not being sufficiently prepared. (Since they may retake the test, no harm is done even if they take it before they have fully mastered the material.) There is also a deadline for taking the comprehensive grammar test, and for completing papers on Der Besuch in German 114. The failure to meet deadlines results in the loss of points, one for each day of delay. Students can further compare their progress with that of other students in the course through a progress chart on the bulletin board on which they check off completed units. For some students the chance to take the final examination early is another incentive to maintain a steady pace.

## Motivation

In general, our students are highly motivated. Many are planning to go to professional and graduate schools. Usually several students in the course are preparing for study abroad in the Vanderbilt-in-Germany program.

There are primarily three aspects of the course that students particularly enjoy: the flexibility which allows them to concentrate temporarily on other fields (during midterms, for example), then to return to German; the chance to earn better grades through retesting after more study; and the independent unit. As yet no students have taken advantage of the chance of developing a small unit of their own in German 113, a recently established policy. But they have had this option in German 114 since the inception of the course, and it has often attracted students into the course.

This independent unit is intended to allow students to pursue a topic in which they are interested, or to develop a special skill. They are asked to discuss their ideas with us and to turn in a written commitment which states the topic, the primary mode of study, various ways of testing, and a completion date. The commitment must be approved by the instructor or course director and is entered into the student's file. Since it is difficult to judge the time a project will take, students are required to spend at least 30 hours on it.

Students have expressed a great deal of satisfaction with the independent unit. All of those who chose this option would do so again. Students have designed and completed a wide range of projects: they have read readings in various fields, such as biology, chemistry, mathematics, physics, history, philosophy, and literature; they have made translations; written papers, short stories, and poetry; and have made tapes in an effort to improve their pronunciation. One group of students taped a play.

## Developing Aural-Oral Skills

The development of aural-oral proficiency continues to be problematic. Students who value oral expression and listening skills highly are urged to register simultaneously for a conversation course. In addition, in most semesters we have asked students to attend a minimum of ten conversation hours. It quickly became clear that fixed groups of students meeting regularly were far less successful than open groups choosing from a smorgasbord of offerings each week: different activities and topics presented by various instructors. (The talent of the instructor for this type of activity is very important.) We also found that we had to provide incentives to contribute to these meetings in the form of points counting toward the final grade. It is helpful if students prepare themselves by studying the vocabulary of a given topic beforehand. (We recently used German Vocabulary in Context, Russon and Russon; Longman Group LTD, 1970, with some success.)

Staffing problems and difficulties with regular attendance at these meetings persuaded us to try another approach: last semester, students were required to listen either to Geheime Mission or to Gefahrliche Wege, and to pass an oral test on the content. Some students found this much more appealing, while others claimed that they would have preferred small-group meetings. In the future we may attempt to offer both.

## Enrollments and Attrition

| | Fall | | Spring | |
|---|---|---|---|---|
| | 103 (Class) | 113/114 (Individualized) | 104 (Class) | 113/114 (Individualized) |
| 1975/76 | 42 | 44 (37/7) | 34 | 45 (7/38) |
| 1976/77 | 60 | 36 (25/11) | 39 | 47 |
| 1977/78 | 59 | 45 (37/8) | 37 | 34 (6/28) |
| 1978/79 | 56 | 29 | 44 | 29 |

Most semesters the enrollments were higher than we could comfortably handle. Until this year, students were required to have a half-hour interview with an instructor for every unit. This demanded a great deal of instructor time. To conserve manpower, we have lowered the enrollment limit and eliminated the interview requirement. The attrition rate has been relatively low, no higher than in classroom courses. This has been particularly true as students were able to benefit from the experience of other students with the course. Students who do drop usually have an overload or suffer from ill health. Problem students generally also have difficulties in other courses.

## Program Success

We have found it difficult to compare the classroom results with those of the students in the individualized course. Usually more of our good and best students (as determined by their achievement in the first-year course) take the self-paced course. In the two small-scale comparisons we undertook, the self-paced students did at least as well as those in the classroom, although their retention rate was lower than we had expected.

Course evaluations have shown a higher satisfaction rate with the individualized course than with the classroom course. Usually only 3-5% would not take it again. We have had a steady enrollment of very good students, many if not most of whom continue with their German studies.

Since these courses can be offered every semester, they have given the departmental program much greater flexibility. This has, for instance, made it possible for some students to study in Germany who would otherwise not have been able to prepare themselves in time. The flexibility in adjusting studying time and test-taking has been very useful for students with special scheduling problems, and has attracted several students from the Law School who could not have taken German on a classroom schedule.

When advising students, we try to be objective in presenting the two options, pointing out the advantages and disadvantages of the individualized and the classroom courses. Students usually know what suits their own learning style, whereas it is difficult for instructors to predict which students will be more successful in one track or the other.

In the beginning, considerable scepticism on the part of the faculty had to be overcome, but at this time the individualized option is firmly established in our program, and it is generally agreed that it has served to strengthen the German program at Vanderbilt University.

# INDIVIDUALIZED INSTRUCTION IN GERMAN AT THE BASIC SEQUENCE LEVEL: FLASK CAREER UNITS

*Bonnie A. Beckett*
*Department of Modern Languages*
*Illinois Wesleyan University*
*Bloomington, Illinois 61701*

*Abstract*

*German 201 uses materials that are career-related. Completion of 201 satisfies the language requirement. The program develops all four skills. Students meet in small groups according to their career interests: business, science, and liberal arts. Considerable time is required to prepare and develop curricular materials. In the business group, activities are designed to simulate business procedures and transactions. The science group learns terminology, solves mathematical word problems, describes chemical experiments, and reads articles on physics, biology and chemistry. The liberal arts group uses materials that include literary selections, newspaper articles and other readings. Enrollment fluctuates little; attrition is non-existent. Students have responded well to the program; enrollment in subsequent non-required courses has doubled.*

*Full Text*

The individualization of instruction in foreign languages at Illinois Wesleyan University features the use of FLASK (Foreign Language as Ancillary Skill) units tailored to the student's career aspirations, rather than common course assignments through which students proceed at their own pace. Although the course detailed below is in German, similar materials have been developed and implemented for parallel courses in French and Spanish at Wesleyan.

I. German 201 (Intermediate)

German 201 is the third and final semester of the required basic sequence in foreign language. The majority of students (25-30) enroll in this course in the fourteen-week Spring semester of a 4-1-4 academic calendar, receiving four hours or one unit of credit. This section of German 201 follows a fourteen-week Fall semester 101 course (five contact hours per week) and an intensive 102 course during the four-week January Short Term (sixteen contact hours per week). A smaller proportion of students (10) enroll in a Spring semester 102 section which covers somewhat more material, leaving the individualized portion of 201 to be completed during an extremely intensive two-week Summer Term (30 contact hours per week) immediately following the end of the school year. Students must take two long semesters (Fall or Spring) and one short session (January or Summer Term) to complete their language requirement.

| | Fall | January | Spring | Summer Term |
|---|---|---|---|---|
| option I: | G 101 | G 102 | G 201 | ----- |
| option II: | G 101 | ----- | G 102 | G 201 |

At the conclusion of either option the student will have completed the same amount of material.

German 201 has a multiple skills approach which encourages and tests reading, writing, listening, and speaking ability. By the end of the initial six weeks of the Spring semester 201, the conventional first-year grammar text has been completed and the reading of a mystery novel with tapes (Gefahrliche Wege) is in progress. During the final eight weeks of the term students are divided into small groups tailored to their career plans and personal interests. On Mondays and Fridays, fifty minute periods are utilized to review grammar, continue activities based on the mystery novel, and provide a cohesive group language experience. During longer seventy-five minute periods on Tuesdays and Thursdays the groups rotate through a series of directed and individualized activities. Individualized small groups work with FLASK materials relating to business German, scientific German, or contemporary newspaper articles and short literary works for the liberal arts students. The instructor guides the students through the FLASK materials while the other two groups are pursuing separate activities: small group conversations with a tutor, native speaker, intern, or advanced student; working on career-related skits for performance before the entire group; listening to tapes of fairy tales written and recorded by upper-level students, answering aural comprehension questions which accompany each tape; writing dialogues for silent film loops (Mr. Carré series); or listening to tapes of the mystery novel. The groups rotate to visit all three stations for twenty-five minutes each.

The availability of assistants clearly dictates the amount of preparation time which the teacher will expend in designing the FLASK materials and other group activities. During the first year of this version of German 201, students who were not with the instructor were completing assignments and activities without supervision in other rooms. A total of five sets of materials or activities, three FLASK and two autonomous activities, had to be designed for each seventy-five minute session. Although demanding and hectic, this system is feasible. In the second year, I had access to an assistant, an undergraduate native speaker at Wesleyan who was paid for three hours per week of preparation and classroom time. The assistant prepared materials and guided conversations based on Lesen, Lachen, Lernen as one of the activity stations. The parallel French 201 class this year had the rare fortune of having four double majors in French and Business, Biology, Elementary Education, and Drama respectively who actually prepared and taught the FLASK sections. At large universities where teaching assistants are available, some could be used to design and institute either FLASK materials or to guide small group conversation. Language laboratories offer another opportunity for structured language activity. As a last resort, students could meet only to work with the professor on their FLASK materials, foregoing the additional precious contact minutes with the target language.

II. Curricular Materials

Selection and development of curricular materials are among the most difficult aspects of German 201. I have used Moderne Deutsche Sprachlehre and Anfang und Fortschritt and have settled on Helbling/Gewehr's First-Year German for the grammar text, although any basic first-year text may be substituted. Emil de Harven's Gefahrliche Wege (EMC) has stimulated vocabulary expansion as well as development of reading and free conversational skills. The students like the accompanying tapes, and the story has provided a flexible vehicle for reviewing tenses, adjective endings, and other grammar points. The choice of FLASK texts has proven more problematic. Many of the texts for business and scientific German do not include a German-English vocabulary and prove frustratingly difficult for students at this level. Their grammar and exercise sections, where present, are often too easy, hard, or irrelevant. After two years of experimentation, I am leaning toward development of my own materials.

The business group has used Franz Baumchen's Der Kaufmann (Hueber) which lacks a German-English vocabulary and is too specifically geared to the salesman. The complaint, history of the firm, and Lebenslauf sections of this book prove quite useful as models for student projects. Next year I will be using Hilda W. Wason/S. McGuinn's German in the Office/Deutsch im Buro (Longman) which appears to avoid many of the problems of other business texts. In the business group each student invents his/her own firm, seeks the necessary vocabulary for its products, and follows through a variety of exercises: job interview; inventory and order; sale; advertising; payment of bills through postal and bank accounts; letter of complaint and reply; Lebenslauf; history of the firm; etc. These transactions can be handled with fairly simple vocabulary and structures, providing an excellent vehicle for written assignments and conversational situations.

The science group has used Hans Meinel's A Course in Scientific German (Hueber). This book has become excessively expensive as a result of the devaluation of the dollar and lacks a German-English vocabulary. When supplemented with questions and assignments, some chapters prove useful, although I hope to locate something more suitable for next year. The science students learn the names for basic laboratory equipment, write and solve word problems in mathematics, describe chemical experiments using the German names for the substances and procedures involved, and read a number of articles dealing with physics, biology, and chemistry. This group has tremendous potential, but needs a better test.

The liberal arts group has used a variety of materials from short literary selections, newspaper articles, readers of project books such as Leutebuch and Lesen, Lachen, Lernen.

III. Enrollment, Attrition, Motivation

Enrollments have been steady within the German 201 class since this section is the only one available and the language requirement remains in force for students seeking a B.A. from Illinois Wesleyan University. Generally, twenty-five to thirty students enroll in the Spring semester 201 and ten in the Summer term 201. Attrition has been virtually non-existent since this is the final course in a three-course sequence. Weaker students often perform

better on the career units, where situational focus overshadows more purely grammatical or structural emphasis. The career-related materials have maintained a motivational level which has sustained a surprisingly high number of students, even traditionally weaker and less-interested ones. The highly structured design of the assignments helps pace student progress, leaving room for creativity and individuality within projects.

IV. Student and Faculty Attitudes

Career interests have had wide appeal, and the response has been enthusiastic. Enrollment in our upper-level non-required courses has doubled as has the number of German students going on for a Certificate of Fluency, major, or double major. The future possibility of such advanced courses as Business German has attracted students, reflecting a general revitalization of interest in foreign languages at Wesleyan.

Although the FLASK units have generated much work for both faculty and students, both groups have been positive in their evaluation. The students have met the demands for a high level of maturity and individual initiative with their projects. The attitudes of students and faculty have served as a catalyst for the motivation of both groups and for the success of the 201 courses in all three languages. The rewards have been in terms of improved student performance and enthusiasm and increased upper-level enrollments at Illinois Wesleyan University.

SESSION III, CONTINUED

# ORAL TESTING IN A MODIFIED INDIVIDUALIZED COURSE IN BEGINNING GERMAN

*Herman U. Teichert*
*Modern and Classical Languages*
*Western Michigan University*
*Kalamazoo, Michigan 49008*

*Abstract*

*Students in the individualized program complete a specified amount of work during the semester, but they work at their own pace and determine when they are ready to be tested. Extensive oral testing is designed to improve all four skills, and to promote a positive attitude toward language learning. A study guide provides objectives, assignments and self-tests and answer keys. A schedule and details of testing procedures are included. A departmental test was administered to the individualized and classroom sections. Data indicate that the individualized students performed significantly better than classroom students in all areas except reading. Attrition was low, and students' attitude toward the course was very favorable.*

*Full Text*

Basic German 101 AR was an experimental individualized course in the second semester of beginning German. The course was not a true individualized course, because the students were expected to finish all of their work during the course of the semester. Yet the students were allowed to work at their own pace and had the advantage of choosing to be tested when they could fit the oral test into their own schedules. The course is also modified in that the instructor set the goals for the students and the students did not have the privilege of choosing among various options such as emphasizing writing over speaking. The individualized course had to be modified in the manner described above so that the students could continue their study of German the following semester. In short, all of the material taught in the regular classes had to be learned by the students in the individualized course.

In this paper I hope to demonstrate that oral testing will: 1) motivate the students to learn the basic skills better than in a traditional four-skills class and 2) give the students a positive attitude towards learning and using the language. The key idea is that many students learn only for the tests. If we want our students to be able to communicate orally, then we must test them orally as much as possible.

If we only say that we want them to learn to speak German, but do not test them orally, the students will not put forth much effort to learn to speak. Learning how to speak is what most of our students want to achieve.

During the fall semester before the experimental course was offered, the instructor visited all of the basic German 100-level (beginning-level) classes. He explained the modified individualized course to the students and emphasized that most of the testing would be done orally on a one-to-one basis. The instructor and his student assistant also wrote a study guide and tests during the fall semester.

The study guide for the course contains objectives for each chapter, homework assignments and self-tests along with answer keys for the self-tests. The study guide was written with the idea in mind that the students need the flexibility of working at their own rate of speed and consequently all of the assignments would be mapped out for the students. Each student was also required to purchase a textbook and the accompanying workbook. The textbook and workbook are entitled: Anfang and Fortschritt. They were written by Ellin Feld et al. and published by the MacMillan Company.

On the first Tuesday of the semester the students were given a detailed explanation of how the oral class would be organized and what the role of the teacher and the student would be in this experimental individualized course.

The experimental class met only one day per week as a whole class. It met on Tuesdays from 12 noon to 12:50 p.m. The students could also come to the experimental classroom between the hours of 10:00 a.m. and 1:00 p.m. The instructor was present on Mondays, Tuesdays and Thursdays. A German student, who was a senior and who had studied in Germany for a year, was available on Wednesdays and Fridays. All or any of the students could come in between the hours of 10:00 a.m. and 1:00 p.m. for conversation practice, grammar explanations, oral reading, and writing practice. The students could work with the instructor or his aide or with each other or by themselves.

It was made clear at this time that the students would have to assume much of the responsibility for their own learning. The students were told to take the chapter tests only after they had taken the self-tests and felt they had learned the material well. The students were also informed that they had up to three days to take an alternate form (form B) of the chapter test, if they didn't score 90% or better, the minimum acceptable score, on form A of the chapter test. If the student had to take form B, he received whatever grade he earned on form B of the test. Although excellence is encouraged, this modified approach does not allow for 90% masterly by all students. In fact, this writer feels that 90% mastery by all students is not necessary or even desirable. Some students take our course on a pass/fail basis and hence they only perform at the "C" level. Furthermore, as mentioned above, all work is

supposed to be completed during the course of the semester.

The testing was done in the following manner: The student went to see the instructor or his assistant during the open hours of 10 a.m. to 1 p.m. If the instructor or assistant were busy with another student, the student who wanted to be tested would have to wait. Once the instructor or assistant was free, the oral testing could begin. This was done in an adjacent room if other students were present in the experimental classroom. The individual who gave the oral test usually greeted each student in German and asked him a few "chit-chat" questions to make the students feel more at ease. Testing "one-on-one" orally can be a tense situation for the student. But most of the students learn to relax and perform as well orally as they perform on paper-and-pencil tests. After a student had taken a chapter test, the instructor or assistant discussed the student's performance with him. This provided the student with immediate feedback and reinforcement, which helped many of the students to maintain continuous effort.

At the beginning of the winter semester the experimental class and two control classes were given a departmental test for the purpose of comparison. The departmental test is similar to the MLA achievement tests and was made and standardized by native speakers of German. This test has been in use for a period of ten years. It consists of 20 listening comprehension items, 25 grammatical items and 25 reading comprehension items.

The same test was administered at the end of the winter semester as a post-test to measure any gain (or loss) in knowledge. The experimental class was chosen as described above and the two control classes simply came about, because the students wanted German and had a free hour in their schedule at the time the German classes were offered. The two control classes were taught by two other instructors using a four-skills approach. Control class A consisted of 20 students and control class B numbered 16 students.

The results of the post-test favor the experimental class. The experimental class showed an overall increase of 14% in skill and knowledge of German, while the control classes showed increases of 3% and 9% respectively. The experimental class performed better on the listening and grammar sections of the post-test than the other two classes. The improvement in the listening scores was 25% and the grammar scores improved by 17%. This was compared to an increase of 21% in the listening scores and a 7% increase in grammar knowledge for control class A. Control class B showed a gain of 8% in listening scores and 9% in grammar knowledge.

The reading scores actually declined in all three classes. The loss for all three classes is about the same. Possible answers for this occurrence will be given in the following discussion.

Summary of Results*

| | L | G | R | Total |
|---|---|---|---|---|
| Experimental | .25 | .17 | -.13 | +.14 |
| Control 1 | .21 | .07 | -.09 | +.03 |
| Control 2 | .08 | .09 | -.13 | +.09 |

The higher scores on the listening and grammar sections of the post-tests of the experimental class are probably due to an increased motivation which the oral approach provided. The higher motivation level was also reinforced by providing each student with a study guide. This study guide with its self-tests and answer keys gave reinforcement and direction to the student. Furthermore, each student had to learn the material for himself; he could not hide behind the others in the classroom, nor did "missing a class" make a big difference, because at the end of each chapter each student was tested individually. Also a student knew immediately that he did not understand the exercises if he made errors on the self-test or chapter test. He then usually asked the instructor, the assistant or another student for help before taking the alternate form of the chapter test.

From the lab sign-in sheets and personal observation it was clear that most of the students were spending an average of an hour per day in the language lab or the experimental classroom. The work which the experimental students did on their own along with the Tuesday class sessions helped the students to develop their listening and grammar skills to a higher level than those students in the two control classes.

Obviously, reading comprehension was not stressed in any of the three classes. The textbook which was used has reading passages which are quite difficult and which are heavily glossed. Hence, they are used mainly for translation practice. Furthermore, the reading section of the departmental test is too difficult for beginning-level German students, since the test was designed for students with as much as four years of high-school German.

Finally, the students' speaking skill was not tested directly on the departmental exam. It is simply too difficult and too time-consuming to test all of the students orally. It is also difficult to test them all objectively.

In conclusion, it can be said that the study guide provided motivation for learning the material. Each student knew what he had to

*L = Listening, G = Grammar, R = Reading

learn and how he would be tested. Since the grammar and listening skills were stressed on the unit tests, it is no surprise that the experimental class scored higher on these skills.

It seems to be true that college students are willing to accept the responsibility for their own work if they see a clear purpose in it. Since the experimental students met only one day per week as a class, they obviously had to study on their own. The results show that they learned more than what the control students learned. All of the students in the experimental class, except for two, finished the course during the winter semester. A total of five students dropped out of the two control classes. Hence, there was no significant difference in the number of dropouts.

The listening skill of the experimental class was superior, because the students spent more time listening to the tapes; and because they were tested orally, they learned to respond to oral cues rather than written cues.

Although the students were not tested orally on the departmental exam, I feel that they could speak German more fluently than any beginning German class I have taught before. The students in this class also used their German outside of the classroom in informal situations.

An extremely important outcome is the attitude of the students towards the German language and the course. The students in the experimental course gave their personal written evaluation of the course. Their comments were very positive. One student wrote: "I have learned this material much better." Another student wrote: "I feel that the individualized courses in the German Department should be extended to include classes other than just those at the 101 (elementary) level." If the students' attitude toward the elementary course is positive, they may choose to continue their study of German. Eight of the fifteen students have signed up for second-year German classes.

Enthusiasm for individualized instruction is limited to the one writer of this paper. However, one of my German colleagues has individualized part of his course to meet the needs of his chemistry majors. He found that it was a lot of work. If you are not afraid of doing some extra work in individualizing a course or a program, I'm sure you will find your efforts will not be in vain.

SESSION III, CONTINUED

# A COMPUTER SUPPLEMENT TO INDIVIDUALIZE THE LATIN COURSE

*Gerald R. Culley*
*Department of Languages and Literature*
*University of Delaware*
*Newark, Delaware 19711*

*Abstract*

*The individualized course is self-paced and covers the first 2 semesters. Concern over high attrition prompted development of the course. The program uses PLATO as a way to offset staffing and budgetary limitations. PLATO materials include a review of English grammar. The program has 4 parts: 1) Develop skill dealing with Latin verbs; 2) Inflect and identify noun-adjective phrases; 3) Transformation drills. Clues, guides, error analysis, correction and remedial prescription are included in each part. 4) (Not yet operating) Translation techniques. The individualized program is a supplement to the classroom program. The computer curriculum permits a gaming format, and the constant availability of review exercises. Students' response to the program has been highly favorable.*

*Full Text*

The individualized program in Latin at the University of Delaware involves the first two semesters of the language. As we teach it, the course meets for three hours per week for each of two semesters; these meetings use a lecture-discussion format with Frederick Wheelock's Latin: An Introductory Course Based on Ancient Authors (Barnes & Noble) as the core text. About twenty presentations by overhead projector are used in the course of the year.

Some fifty to fifty-five students (two sections) begin this cycle each fall, and another twenty or so enter in the winter session. The spring semester thus receives the survivors from these three sections and carries them through to the end of the academic year. Attrition has normally run at about 25% per semester. It was concern over this rate, which I consider far too high, which led me to undertake an individualized program.

From the beginning it seemed clear that we had too few class meetings; students were not getting enough supervised exposure to the language. However, staffing and budgetary considerations precluded any expansion of the number of classes. For that reason I turned to computerized instruction as the most promising way to increase the amount of instructional time each week and to tailor that additional time to each student's needs. With the help of the University of Delaware PLATO Project I set about to develop a Latin curriculum to address these goals. Delaware's PLATO Project, begun in 1975 as a dependency of the University of Illinois' PLATO system, acquired its own master computer a year ago and now supports 72 student terminals. Present university policy makes limited staff and programming support available to faculty without charge, and students may use the facility in regular coursework at no cost to the sponsoring department. It is a very congenial climate in which to develop a program.

The inadequacy of class time was producing two problems: first, students with insufficient background in the principles of English grammar and syntax could not be given the extra instruction they needed to permit them to follow class discussions; and second, classroom practice on forms invariably met the needs of some students at the expense of others who needed practice on something different. Therefore two programs were needed to supplement the regular class meetings.

The first program became a concentrated review of English grammar on the PLATO computer. Students who fail a brief diagnostic quiz given the first day of class are assigned to do the computer review. This takes from two to six hours depending on the student, and recapitulates the principles of grammar and syntax to which I most often make reference in the classroom: parts of speech, types of pronouns, sentence components such as subject and direct object, subordinate clauses, and the like. Special emphasis is given to the terminology of grammar: active, passive, transitive, gender, tense, and so on. Despite all that may be said in criticism of these traditional terms--and I say some of it myself--they save a great deal of time in the classroom. The computer review tries to give students some facility with these terms and the concepts behind them in the hope of avoiding frustration and failure, at least for some. This part of the program is frankly a salvage operation. If there were time to teach these things in class, I would; since there is not, the computer provides a backstop.

The second difficulty--lack of time to provide adequate practice as it was needed student by student--proved to be much more challenging. This part of the program has been under development for two years and is not yet complete, though enough is operating to allow a description.

There are four parts to the entire program, of which three are now in place. A very brief description will have to suffice.

Part one is a set of lessons to build skill in dealing with the Latin verb. A diagnostic lesson asks the student to type the Latin

equivalent of an English verb phrase; partially correct answers are analyzed by the computer into stem, tense/mood sign, and personal ending. This process permits hints to be given which are specific to the student's error. The machine can, for example, determine that the student has typed a future or an imperfect where a present tense is needed; or that an indicative was typed in place of a subjunctive. Basic to this capability is a computer routine which inflects the verb into any of the 120 finite forms taught in elementary Latin. Since the computer knows how Latin verbs are constructed, it can scrutinize a student's typed verb form according to those same principles, analyze it morpheme by morpheme, and run specific checks for certain common errors where appropriate. It can even, upon request, conjugate the target verb and compare the student's response with each of the resulting forms. If it finds a match, the computer can then inform the student that he typed (say) the third person plural perfect active subjunctive when it was actually the passive that was needed. Also upon request, the machine can lead a student through a series of questions about the grammatical form he is trying to reproduce in Latin (What tense system? What is the appropriate stem? What voice? What mood? etc.). As the student responds correctly to these leading questions, the machine uses animation to show the correct form being assembled one portion at a time: stem, then tense/mood sign, then personal ending. It is important to remember that this lesson is designed to teach, not the forms of any one particular verb, but the logic of the Latin verb itself. It can accept and correctly manipulate any regular verb in the language. Content may be changed easily, and in fact a series of exercises spanning the whole first year of instruction on verbs uses the same driver lesson. Students use that one lesson throughout the year with increasingly difficult content. Each completed quiz in the series yields an error analysis and prescription for remedial work to be done in a companion lesson.

That companion lesson gives practice in typing or recognizing verb forms. The subject matter, scope and skill level are all under the control of the student, who may set up a practice session with any combination of conjugations, tenses, voices, moods, persons and numbers that he wishes. The machine will quiz him on only those forms he specifies. Here too is a lesson which grows more difficult as the student's skills improve. This feature makes a remarkable degree of individualization possible; ten students may sit at terminals simultaneously running the same lesson at widely varying skill levels, and (as a bonus) little more computer memory is needed than if one student were working alone.

Part two of the curriculum is a computer lesson to develop skills in inflecting and identifying noun-adjective phrases. Many of the same principles appear here as were seen in the verb lessons; the computer inflects the nouns and adjectives according to the rules of the various declensions. Therefore it can generate Latin phrases at random from a common pool of noun and adjective bases. Enormous variety is possible, and no two runs of the lesson are identical. The student determines what declensions, and even what cases, will be brought into play. Com-

parative and superlative forms are available as well. Incorrect answers are subjected to morphemic analysis. A typical comment on a wrong answer may be "noun base is wrong; adjective ending is wrong." An alternate version of the lesson displays phrases at random and asks the student to identify them as to number, gender and case. The skill required to cope with this lesson, too, increases as the year progresses; it grows with the student.

Part three of the curriculum is a series of transformation drills done on PLATO. The unique feature of this lesson is a judging algorithm which operates on each word of the sentence separately and checks as well for specific errors in endings. The former capability permits students to concentrate on getting the forms correct without having to worry about word order, a considerable advantage for elementary students. The second feature, specific ending checks, allows the computer to be much more specific about wrong answers than the old, frustrating comment, "incorrect response."

Part four of the curriculum, a lesson on translation techniques, is not yet operating.

It will be clear from this sketch that my approach to individualization is to supplement the traditional classroom with one hour or more per week in a computer curriculum which offers individualized remedial work and skill building. It attempts to maintain continuous effort by tailoring the skill level of the computer lesson to the student, keeping him interested by keeping him challenged. The use of a gaming format in the drill lessons seeks to reach this same end, and of course the constant availability of review exercises provides insurance against despair.

I had hoped to do a year-long comparison between this program and the traditional one, but a scheduling mixup spoiled the neutrality of the sample. A controlled experiment will thus have to wait.

As one might expect, faculty attitudes toward the program have been mixed. Some are cautiously supportive, some enthusiastic, some just cautious. The grammar review has been adopted by some faculty in German, Spanish, and French, and plans are under way to develop modern language versions of the verb lessons; but student reaction is much less tentative. Over 80% of the students who have experienced the program have given it high marks, some crediting their survival in the course to it. I venture to hope for still better success when the lesson on translation techniques becomes operational next fall.

SESSION III, CONTINUED

# INDIVIDUALIZED LATIN STUDY AT NORTHWESTERN: JOYS AND PROBLEMS OF A ONE-TEACHER PROGRAM

*Grundy Steiner*
*Department of Classics*
*Northwestern University*
*Evanston, Illinois 60201*

*Abstract*

*Latin A99 offers the equivalent of the first 6 quarters of Latin Instruction. Students may transfer into and out of the course at various junctures, and for various purposes, depending upon their interests and schedules. The program accommodates students 1) with difficult schedules; 2) who prefer the self-paced approach; 3) who prefer a faster pace than the classroom's; 4) who have not prospered in the classroom. Students can enroll in any quarter. Some deadlines are being introduced to promote consistent effort. Long office hours and the preparation of testing materials are extremely time-consuming. However, increased enrollment and the satisfaction of working closely with students compensate for the demands of running the program.*

*Full Text*

Latin A99 (Individualized language study) was formally introduced into the course listings at Northwestern three years ago, although comparable individualized (and independent) study has been going on for the sake of one or two students a quarter for a year or so before and sporadically before that, with the students registered in regular classes (so far as the Registrar was concerned).

The enrollment was modest the first year--six or eight students each quarter; last year it rose to twenty or so the first two quarters (but was almost phased out in the spring quarter since I was on leave and other members of the department did not have the time to offer such individualized attention); this year registration has ranged in the low thirties each quarter. It is beginning to approach the limits one person can handle (in addition to other course commitments).

From the point of view of total enrollment, attrition is currently no problem. In terms of the continuing registration of individual students it might appear rather large, but it occurs for practical reasons: While A99 offers the equivalent of the first six quarters of Latin instruction, it is so planned basically that a student may transfer into it from the regular course sequence, or may (if he is prepared and in phase) transfer from A99 into the appropriate quarter of either the Elementary or the Intermediate sequences. As a result, a student who cannot sign up for e.g., the Ovid quarter of Intermediate Latin (A02-2), may read Ovid in A99, and then re-

turn to A02-3 for Vergil in the spring. (A99 is obviously taken, at times, by reason of scheduling problems.)

A greater source of 'individual attrition' lies in the reasons why the course is taken. About one-third of the registration each quarter consists of students starting the language from scratch. While the majority are from Arts and Sciences, there is nearly always someone from Journalism, Speech, Music, or the Technological Institute who has some elective time and wants "to learn all I can about Latin in a quarter!" Some of these students do actually stay on for a second or third term. And they often are excellent students (especially those from Tech--although a steel-trap mind can get into trouble if it closes the wrong way on a verb). And these one- or two-term students are often seniors in their final quarter or in the final quarter in which they have elective time. (Some, of course, have had some HS Latin and are trying to recoup what they once knew, or to build upon it. There is a lot of goodwill among these students!) These, when placed by testing, commonly begin with a review--usually involving taking the most significant Unit tests from the elementary terms of A99--e.g., the tests on the participle + ablative absolute, indirect statement, deponents, etc.--then go on to read either one of the authors commonly read, or, more likely, some author of their own selection--and who may have been the reason for their renewed interest in the language.

The students in A99 fall into several categories, but all are, in some sense (good or bad) misfits:

1. Those who cannot schedule the regular classes, hence take the free-scheduled equivalents.

2. Those who are so good that they get bored in a regular class and want to go at their own pace--these, when well self-disciplined, are a joy.

3. Those who want to learn, or recover, all they can in a single term or so--these are often highly enterprising and bring interesting points of view--often they have had several years of French, or Spanish (and now want the background language), or German (and they want to try out another inflected language), or even (joy!) Greek. Hebrew, Old English, Norwegian, have appeared in the linguistic armory of various individuals - who knows what else there will be!

4. The "unskilled" (or unskillful) misfits--those who ranked low on placement tests at admission but who think they can complete the requirement in less time than in regular classes; more commonly those who have got out of sequence with the regular class--dropped out for a quarter, or were ill, or....

What is the quality of student in the program? A clear majority are above average--many of the kind that you could hand the book and materials to and they'd come back before very long with everything beautifully mastered. But there are also those who need help almost every step of the way--who essentially need to be tutored. If the proportions were reversed--if there were a majority of the dependent and only a sprinkling of the independently proficient, it would be physically impossible for one person to handle the A99 program.

A peculiar advantage of A99 is its flexibility in accommodating the "misfits". We cannot, for example, normally staff trailer sections in the regular language courses; therefore no one can begin Latin in a regular class except in the fall quarter. But a total beginner can start Latin in A-9 in any quarter. There are right now two majors, a senior and a junior, who started in A99 in off quarters. Had they been forced, when their interest in the language came, to wait until a fall term to start, one or two quarters would have been lost, momentum would have been lost, and they might well now be majoring in something else.

The ability to take two quarters of work in one term proves valuable also. A journalism student, who will now offer a "liberal arts major" in classics in his program, by taking one unit of A99 in the winter and two during the spring quarter, is ready to start on even terms with the regular courses next fall. In a department which often counts its majors on the fingers, the contributions of A99 are beginning to be noticeable.

Problems: Initial motivation is no problem. Students come in with maximum enthusiasm and good intentions. Maintaining continuous effort is another matter. As a notice on my door says:

> Final grades reflect NOT your potential, NOT your charming personality, BUT what you have DONE.
> Caveant pigri!

The best either maintain a firm schedule or start racing themselves to finish early to make way for other courses and their final examinations, or try to get more than the basic assignment completed. "Wheelock in one quarter" is a goal voiced regularly by someone (but achieved by only the few). The University has no provision for variable or adjustable credit, the normal student load being four "units", i.e., four courses each term. (One student suggests they have their personal "12 labors of Herakles" with the 12 courses comprising a year's program.) The only variation possible is that students have the option of taking A99 for either one credit or two credits, a decision that must be made within the first week of classes. A student who may be having trouble completing the appropriate content of the course, may be able to petition the Arts and Sciences Office of Studies for permission to receive an "Incomplete". The procedure is cumbersome, but permission is rather commonly granted if a student doesn't ask too often. (OSU's variable contract system is enviable!)

While the program of A99 was originally projected as entirely self-paced, experience is more and more dictating the idea of some formal scheduling of dates-by-which. Some students will always wait until the last minute. Winter quarter, I posted a notice that no work would be accepted after "five in the afternoon (--when the bullfighter got his--) on the Ides of March (--when Caesar got his--)." Predictably, two students left my office at 4:55 p.m. on March 15--as wrung out as I was. But a suggested schedule like the following does seem to help most students (who are translating) through the quarter and to take away much of the pressure from the final two weeks:

| | Preparation | Testing |
|---|---|---|
| 2nd week | 10% of reading | Sight Passage I |
| 4th week | 25% of reading | Sight Passage II |
| 6th week | 45% of reading | Sight Passage III |
| 8th week | 70% of reading | Sight Passage IV |
| Finals Week | 100% of reading | Sight Passage V |

How much time is involved in all this? Time is perhaps the most serious problem in a one-teacher program that includes students at all levels, and all stages within these levels, from rank beginners to those completing their language requirement in the sixth quarter of the two-year sequence. I recognize that I have to allow about one-half hour a student per week--in other words, with 33 or 34 students this quarter, I maintain four office hours a day, Monday through Thursday--sixteen hours a week. Early in the quarter I am likely to get a lot of work done during those hours, for traffic is light, but as the final weeks come, the hours often prove too short and by the end of the day I feel as if I had been running a one-room schoolhouse--or as if I were a dentist who had said "Next!" all day. I'm often in on Fridays, too, unless I have a Symphony ticket, but I expect normally to live on Friday by being unavailable.

One other drain upon time, of course, is the preparation of suitable testing materials. I aim to have at least three corresponding tests at each level in the "Wheelock"/grammar quarters, and banks of tests from which to choose for the translation quarters. Students must do at least five sight translations, with dictionary, in a translation quarter, and they may opt for as many as ten. One or two new tests must be added to the banks each quarter they are used, since while the tests are non-circulating their security is always open to some compromise from students with photographic memories, or who know how to find and use an index verborum.

The basic text for A99 is Wheelock's Latin. The first 27 chapters comprise the 9 units of Term 1. The remaining 13 chapters and two units of reading usually comprise the 7 units of Term 2. Term 3 (last term of the elementary year) is devoted to readings from Cicero for most students; or from medieval Latin, for those who want to travel in that direction. I have edited selections--in sense groupings for the most part--from Cicero's De Officiis, for use this spring. Waddell's A Book of Medieval Latin for Schools is used for those in medieval Latin, although an occasional student elects to read slugs of the Vulgate, and at times some read my selections from Walter Burley. Augustine, Bede, and Boethius have been sampled, for the medievalists are an individualistic lot!) Term 4 (after review, as needed) rests commonly upon Buehner and Colby: Comprehensive Second Year Latin: (selections from Eutropius, Caesar, Nepos, etc.); Term 5 on Ovid (Dunmore: Selections from Ovid.); Term 6 on Vergil, Seneca (my own selections from the Epistles), or Lucretius (Book 5, but with the first 150 lines of Book I edited to introduce peculiarities of form, construction, spelling, etc.

Finally, is it worth it? Emphatically, yes! The effect of departmental enrollment is, of course, a plus. More significantly, there is a genuine pleasure in working with individual students on their favored ground. Science majors can warm to Lucretius, even across the barriers of time and language. Students sensitive to sound and rhythm suddenly warm to the prose rhythm of

Cicero when, during an office conference, they have brought up questions best answered in terms of the sound of what they have been reading. Seneca appeals to some who shy at "more poetry", and his thoughts are curiously contemporary. Offering a potpourri of authors has many advantages.

The quality of student gives many satisfactions, too. The best leave one open-mouthed (e.g., reading 360 pages of the Venerable Bede in twelve weeks after two quarters in Wheelock and Walter Burley!). But the slow movers bring satisfactions, too, as "the scales" begin to drop from their eyes and you can, in a one-to-one situation, share in their enthusiasm.

The warmth of student response is certainly a reward. Much reflects the possibility of personal contact. The student is not just somebody in the fourth seat in the seventeenth row, but can bring up personal problems, aspirations, and whimsies, as well as ask about the passive periphrastic. The possibility is cherished in a large institution.

But perhaps the students' feelings were best represented when I asked one student if he had any advice about what to tell you. (They commonly take their tests on an enclosed upstairs porch. That day the sun was shining warmly--a beautiful spring day after a disastrous winter--the windows were open, a warm breeze was blowing in, the sound of the waves could be heard from the beach about 150 yards away, and the first hardy souls were dipping their toes into the 49° lake water--perhaps the setting prejudiced him!) He smiled, anyhow, and said, "You know, as I finished up this test, I was remembering all those boring lock-step classes I've had in high school and here, and how in A99 I can work at my own speed and take the tests when I'm ready--I was thinking how much better this really is! Tell them that!"

SESSION III, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN RUSSIAN AT BERKELEY

*Olga Astromoff*
*Department of Slavic Languages and Literatures*
*University of California*
*Berkeley, Claifornia 94720*

*Abstract*

*The individualized Russian course is self-paced and offers variable credit. Administrative details such as requirements and procedures are summarized. Maintaining continuous effort is difficult; progress is monitored closely. Students' achievement in the individualized program is comparable to that of the classroom sections. Procrastination is a problem for some students. The course attracts primarily non-majors, many in science, as well as graduate students, and native speakers studying grammar.*

Slavic 14 A B C D  Individualized Instruction in Russian

Slavic 14 A - equivalent to Slavic 1 - Elementary Russian, Beginners' Course, 5 units
1 - 5 units

Slavic 14 B - equivalent to Slavic 2 - Elementary Russian, 5 units
1 - 5 units

Slavic 14 C - equivalent to Slavic 3 - Elementary Russian, 5 units
1 - 5 units

Slavic 14 D - equivalent to Slavic 4 - Intermediate Russian, 5 units
1 - 5 units

## Curricular materials

Stilman and Harkins, INTRODUCTORY RUSSIAN GRAMMAR, second edition.
For Slavic 14 D additional reading material is given. There are tapes for all of the texts. There are also oral exercises - dictations and questions on tape.

## Enrollments

Fall 78 - 30, Winter 79 - 50, Spring 79 - 40

## Attrition

Fluctuating between 1% and 15% from one quarter to another.

Administrative details

This is a self-paced course covering the material of Slavic 1-4. Students may enter at any level. They must enroll for at least two units. If units beyond those contracted for are completed, credit is given. For each chapter in the textbook there is a reading assignment, a language laboratory assignment, a homework assignment, an attendance requirement, and an examination. Before a student can take the chapter test he must complete all assignments, he must turn in his homework, have it corrected and returned to him. He must have met with the teaching assistant at least once. The course is self-paced, which means that the student progresses at his preferred rate and determines his own workload.

There are two orientation meetings at the beginning of each quarter. Students are given handouts with instructions about the course and are warned about all the dangers of a self-paced course. They are given ten days for consideration before enrolling in the course. To enroll, they sign their name, give their telephone number, and obtain class cards for the number of units they wish to complete. They can drop the course within the first four weeks. Depending on the course level (ABCD), the student is assigned to a teaching assistant with whom he meets during consultation hours. The TA also corrects the student's homework, grades the student's chapter tests and gives him his course grade. Tests are given during testing sessions. A proctoring TA corrects the written and oral tests but the grade is given by the student's TA. Chapter tests consist of a written and an oral part. Two chapter tests make up one unit of credit. At the end of each course (Slavic 14 A, Slavic 14 B, Slavic 14 C, and Slavic 14 D) there is a review test worth one unit of credit. If a grade earned on a chapter test or review test is C+ or below, the student may retake the test and the lower grade is removed from his record. The TA keeps a record of the student's attendance, homework, tests, and laboratory performance. He guides the student and helps him to maintain his effort in the self-paced course.

Developing aural-oral skills

There is no special emphasis on aural-oral skills. The emphasis depends on student's needs.

Motivating students

This course is recommended for students with conflicts in their schedules, and for those who are primarily interested in acquiring reading knowledge of Russian.

Maintaining continuous effort by the student

This is the most difficult and most sensitive part of teaching the entire course. There is a minimum required attendance. A close record of the student's performance in all aspects of the course is kept.

Comparing student achievement in individualized programs and classroom programs

Good students attain similar levels and encounter no difficulties when they return to classroom programs. Average and poor students achieve poorer results than their peers in the classroom.

How one defines a successful student and/or program in the context of an individualized approach

Either by his ability and desire to return to (or to continue in) a classroom program - or by continuing successfully in the individualized program.

Students' attitude toward individualized instruction

At the beginning, students seem to welcome and enjoy their freedom. Later on, procrastination dampens their initial enthusiasm.

Faculty attitudes toward individualized instruction

Since the course is only two years old, most of the faculty are still inexperienced at individualized instruction. A few of the teaching assistants were greatly disappointed by their helplessness in maintaining the students' effort and attendance.

General remarks

Students majoring in Russian seldom resort to self-paced instruction. The Slavic 14 ABCD series is mostly populated by undergraduate non-majors (science majors mostly), graduate students and native speakers eager to master Russian grammar.

Some students find the title Individualized Instruction in Russian misleading, expecting to find a tutorial method of instruction.

As for teaching assistants, they seem either to enjoy teaching a self-paced course or to dislike it after one quarter.

SESSION III, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN RUSSIAN AT THE UNIVERSITY OF MARYLAND

*William MacBain*
*Department of French and Italian*
*University of Maryland*
*College Park, Maryland 20742*

*Abstract*

*Self-instructional Russian is an experimental alternative to the classroom mode, and satisfies the language requirement. The course is self-paced and offers variable credit. Information given to the student describes the program's organization and stresses the importance of high motivation and self-discipline. An orientation session acquaints the student with the curricular materials and with his/her monitor. Weekly drill sessions and meeting times are arranged. Monitors must have near native fluency, and are paid on an hourly basis. Monitors keep attendance records and assess the student's level of preparation, not his/her performance. The monitor's main function is to provide regular practice in the language as used in conversation. Grades are based entirely on the final exam, administered by an expert in Russian other than the monitor. The program emphasizes oral work, and offers little writing practice. Being flexible and relatively inexpensive to operate, this type of program should appeal to a new audience.*

*Full Text*

Those of you who have cast more than a cursory glance at the program for this session will no doubt have experienced some degree of curiosity if not outright disbelief that someone with as un-Russian a name as MacBain, and whose departmental affiliation is listed as "French and Italian" should have the temerity to address a gathering of experts on the teaching of the Russian language. My temerity, I regret to say, goes beyond what many of you will have imagined, since my knowledge of Russian, garnered nearly twenty years ago in a freshman course at the University of Melbourne, scarcely extends beyond the most conventional greetings. I cannot even lay claim to that minimum standard of linguistic competence: enough Russian to get into trouble, but not enough to get out of it.

My reasons for addressing you have, fortunately, little to do with my competence in Russian. I neither teach the language, nor am I an examiner in it. I am a professor of French, and former chairman of the

Department of French and Italian at the University of Maryland. When I am not professing French, I direct a mini-empire known as FOLA (Foreign Languages), which houses those languages which do not readily fit into one of the established language areas (French and Italian, Spanish and Portuguese, Germanic and Slavic, and that administrator's brainchild Oriental and Hebrew). FOLA also includes experimental or pilot language programs, and among these the Self-Instructional Language Program which I developed with the help of a generous grant from the National Endowment for the Humanities. This self-instructional program incorporates a variant of the self-pacing technique which may be of interest to those who are themselves more directly involved in language instruction. Today I want to talk to you about our self-instructional program in Russian.

Let me begin by assuring you that this is not the only program in Russian at the University of Maryland. The Slavic Languages component of the Department of Germanic and Slavic Languages is well established and offers both regular and accelerated programs in Russian language. The self-instructional Russian program is an experiment which I have introduced with the blessing of my Russian colleagues in order to compare the results of the self-instructional mode with the more traditional instructor-centered mode. A similar comparison is being undertaken at present in French.

Our program in Russian allows for a total of twelve semester hours of credit. This represents the level of attainment commonly, if erroneously, believed to have been reached after four years of high school language or two years of college. Our current language requirement in the Division of Arts and Humanities is set at this level.

In Russian, as in the other self-instructional languages, there are two courses: FOLA 158G Directed Study of a Modern Foreign Language I: Elementary Russian (03-06 credits), and FOLA 159G Directed Study of a Modern Foreign Language II: Intermediate Russian (03-06 credits). The text which we are currently using is Modern Russian by Dawson, Bidwell and Humesky, published by Georgetown University Press. There are ten students enrolled this semester in the elementary course. Some of them have expressed a desire to continue in the Summer Session with the follow-up course. Others will wait until the fall, and we expect that some students not presently enrolled will add to their numbers both in the summer and in the fall.

Most of the students of Russian have opted for the full six semester hours of credit permitted in the program. Two have elected to go at a more leisurely pace, and one is auditing the course. The decision as to how many credits to take is made by the student in consultation with the Director of the program. The number of credits depends on the number of units of the text that the student contracts to cover. His grade will depend on how thoroughly he masters a given quantity of material. A student who wants to proceed rapidly is advised to take six credits in a semester, and he will be examined on the number of units of text correspond-

ing to that number of credits. A slower student, or one who has a particularly heavy course load, may want to take only three. There is a provision for a subsequent change of heart. The "rapid" student may find in mid-semester that he cannot devote as much time to Russian as he had expected, and may express a desire to reduce his load to four or even three credits. The slow student may find that he is progressing much faster than he thought, and he may wish to increase his involvement to four or perhaps six credits. Such changes can only be made with the advice and consent of the Director.

The program is organized along the following lines. All students seeking admission are given a package of materials describing the program, telling them what is expected of them, and informing them that high motivation and rigorous self-discipline are essential for success. The package contains an application form on which the prospective student is asked his reasons for wishing to take this course, his prior experience of foreign language study, his major discipline, his overall grade point average, etc. He is then required to present himself for a personal interview with the Director, who will attempt to determine his aptitude for this kind of program. It is necessary to repeat again and again that in a self-instructional course, the student is his own instructor, and that the foreign student who acts as drill-master or "monitor", as he is called at the University of Maryland, is there only to help him practice what he has already learned from the textbook and the accompanying tape. If the student appears to understand this, and seems sufficiently well motivated to have a good chance of success with the program, he is permitted to register.

At a general orientation meeting on the first day of the semester, the student receives the first cassette tape of the program. He receives this recorded tape in exchange for a fresh blank tape which he has brought for this purpose. The recorded tape is then his to keep, unless the copyright demands that it be erased at the end of the semester. At this meeting he will also meet for the first time with the Russian student who is to act as his drill-master, or monitor. A schedule of meeting times is drawn up in such a way as to accommodate, as far as humanly possible, both the students and the monitor. Each student is expected to attend two or three one-hour drill sessions each week, depending on the number of credits he is taking. These sessions can be scheduled during the day-time hours, in the evening or on weekends, as seems most convenient. They are informal and friendly, but serious. No more than five students are assigned to a session in order that each may have maximum opportunity to engage in the rapid-fire question and answer sequences and pattern drills. Students are expected to be fully prepared when they come to class; that is, they must have spent ten to twelve hours per week outside of class studying and memorizing the dialogues in the text and tape. Failure to do so tends to make a student fall behind the others in the group. In order to minimize problems of this kind, one or more extra sessions are sometimes arranged for students who have been ill, and who have fallen behind through no fault of their own. Students who miss class frequently are encouraged

to drop out. In no case are they permitted to delay the group in order to go back over a missed lesson.

The monitor is generally a foreign student from some other department on campus whose native language is Russian. We attempt, as far as possible, to find someone who has arrived fairly recently from the Soviet Union, in order that the "model" that the students follow will be as up-to-date as possible. Our present monitor is a native speaker of Russian from South America who has never set foot in the Soviet Union, but whose Russian is nonetheless quite excellent, or so I am assured by my colleagues in the Slavic Languages Department. Her parents, her husband, and her children are all Russian speakers, and she holds a degree in Russian from Georgetown University. Since she is unable to continue working in the program this summer, we have hired a nineteen-year-old undergraduate student who arrived a few years ago from the Ukraine, but who speaks only Russian and English. He was interviewed and approved for the program by our present monitor.

The monitor is paid at the upper end of the student labor scale (currently $3.50 per hour. We expect to raise that to $4.00 in the fall).

Some training is given to the monitor before and during the first week of the semester while the students are busy memorizing their tapes and studying the relevant units of their text. They are shown a film from Cornell University on The Do's and Don'ts of Drilling. It is stressed again and again that the monitors are not instructors, and that they do not teach the language, and must constantly resist the efforts of the students to cast them in the role of teachers. For this reason we prefer to recruit our monitors from areas remote from language teaching; physicists, engineers, economists tend to be preferred to English or American Studies majors. The purpose of the monitor is to use the language easily and colloquially, not to reflect upon it, or to compare it with English. Moreover, it is the acquisition of the contemporary spoken language that we are aiming at, not the literary language. The student will be better able to deal with the latter under the guidance of a competent instructor once he has mastered the language of communication.

The monitor assigns no grades. He is qualified neither to teach nor to examine. He keeps an attendance record and indicates on each class day whether a given student appears to have prepared adequately, inadequately, or extremely well. These notations have no effect on the final grade, but they are an indication to the Director that a student's progress is satisfactory, or that he may be in trouble, and that an adjustment in the credit level may be indicated. It is clearly better for a student to score a B or a C on ten units, than to be faced with a D or an F on fifteen because he has had insufficient time to prepare the work adequately.

There are no mid-term examinations. The final examination is the basis for the entire semester's grade. During final exam week, each student undergoes an individual oral examination lasting twenty to thirty minutes. In most of our self-instructional language programs, the ex-

aminer is an expert brought in from another institution where the language is taught in a classroom setting. In Russian, however, we use one of our own colleagues from the Slavic Languages Program. He is able to examine our students, and at the same time compare their performance with those in the traditional Russian classes. Our examinations are due to be held next Wednesday, May 16. Had this conference been scheduled for two weeks hence, I could have reported my findings to you. We fully expect that there will be differences. The self-instructed students have little practice in writing, and are likely to be extremely slow in reproducing the cursive script. We hope, on the other hand, that they will acquit themselves well in oral work, since their concentration has been in this area. Undoubtedly, we shall need to examine several classes over a few semesters to establish the relative value of a program of this kind, but already it is apparent that it fills a need. It appeals not only to students who have the ability and the urge to move more rapidly through the initial stages of a language than is possible in most large language classes, but also to those whose work schedules are too inflexible to permit them to meet four or five days a week at 10:00 or at 2:00, or whenever the regular class is scheduled. The comparatively low cost of scheduling a drill session for two or three people during a lunch-hour, or in the evening after work, permits a wider variety of citizens to follow up their initiatives and widen their horizons by learning a new language. I am convinced that regular Russian programs can only profit from the parallel development of a self-instructional option. If it is well organized and well advertised, it can find and train a new audience for more advanced Russian language and literature programs taught in more traditional modes.

SESSION III, CONTINUED

# PROGRAM I - INDIVIDUALIZED RUSSIAN LANGUAGE INSTRUCTION AT THE STATE UNIVERSITY OF NEW YORK AT ALBANY (SUNYA)

*Rodney Patterson*
*Barbara L. McKenney*
*Department of Slavic Languages and Literature*
*State University of New York at Albany*
*Albany, New York 12222*

*Abstract*

*A history is given of the program as it was first implemented at the University of California at Davis. The present course offers variable credit, flexibility in scheduling, and some flexibility in pacing. Problems include procrastination and the difficulty of ensuring consistent effort. Students choose a minimum grade level and agree to maintain it for each unit. Minimum attendance is required. Students decide when they are ready for unit tests. Weekly methodology classes are held for Teaching Assistants in the individualized and classroom sections. Motivation varies widely among students. The grading policy is described. Enrollment figures since Autumn, 1974 are given, and indicate that the individualized program has retained students who might otherwise have discontinued their study of Russian.*

*Full Text*

Program I, a contract-graded, partially individualized system for elementary Russian language instruction in which students are able to regulate their own pace to a degree, was designed and initiated by R. L. Patterson at the University of California/Davis (UCD) in 1972. The program has changed considerably since its conception, but its purposes remain largely unaltered: it was designed to counter steadily dwindling enrollments in Russian; to reduce students' academic risk; to provide scheduling flexibility; to serve simultaneously both gifted and ungifted linguists; to provide instruction for students wishing only a reading knowledge of the language; to provide one-to-one instruction; to allow advanced undergraduate and graduate students an opportunity to teach the language under the supervision of experienced teachers; and to serve as a laboratory for methodological experimentation.

To accomplish these purposes, the program designer borrowed liberally from the ideas of other teachers and methodologists; the resulting system makes no claims to originality.

During the first year of operation, Program I allowed students to study Russian (Clark's Russian for Americans) at their own pace, taking up to four years, if they wished, to complete one semester of elementary Russian. Students contracted for their grade (they were encouraged to contract for an A), signing a very simple document specifying course requirements. A one-room learning center (Russian Room) was placed at their disposal, staffed by four

professors, who devoted their office hours (three hours per week); one native-speaking instructor, who spent 15 hours in Russian Room weekly; two graduate students, each devoting six hours to Program I (PI) instruction; and one or two advanced undergraduate students who volunteered to spend a few hours each week as PI tutors. The Russian Room was also used as a cultural center, where films and lectures were offered to faculty and students interested in Russia. Students were allowed to enter the program at any time during the semester. They could take as many tests as they wanted. Their examinations were immediately corrected and their mistakes explained by the instructor on duty in the Russian Room, and, although the students were encouraged to review their own examinations whenever they wished, no copy of any examination was allowed to leave the learning center. During the first year, many of the students (and most of the faculty) were involved in the creation of videotaped comedies (each reflecting a chapter of the grammar and its vocabulary).

The results of the first year of PI were encouraging in many respects. Elementary Russian enrollments, which had fallen from a peak figure of 100 students in the Fall of 1968 to 20 students in regular 101 sections in the Fall of 1972, were increased by 45 new students who enrolled in PI in the Fall of 1972. Only 1.5% of these new students dropped the course, and only 26% of those who finished the first quarter's work did not choose to go on to Russian 102 (second semester elementary Russian), partially because 102 was not offered in the Fall semester. Almost all PI students expressed approval of the new program. Although one student required eleven attempts to pass one of the chapters at contract level, the average student required only 1.47 attempts, which indicated that students were generally prepared for each test. The average PI student progressed more slowly than students in the regular classes, but a few outstanding students made considerably more progress. It is also fair to assume that the average PI student was significantly less able to <u>speak</u> Russian at any given course level than were lock-step students.

Significant problems at UCD during the first year included the following: some students became completely inactive without imposed discipline; the teaching staff was overworked (e.g., by teaching during office hours and by each writing three or four alternate quizzes every week); few students asked for instruction in spoken Russian, though they were encouraged to do so; and the quality of instruction in the Russian Room was not wholly consistent.

Program I has been continued at UCD, where it influenced the design of similar programs in other foreign language departments.

In the Fall of 1974, Program I was introduced at SUNYA by its designer, who has since introduced a number of significant modifications, which seem to be necessary to meet changing attitudes and circumstances, as well as to address problems encountered at UCD and SUNYA. Over the years we have found that growing numbers of students complain of their inability to achieve self-discipline and make satisfactory progress. Consequently SUNYA's PI students (now fewer than the number in lock-step courses of elementary Russian) are given less time to complete course requirements, which must be met no later than one month prior to the completion of the semester following enrollment. Students are now limited to five attempts to pass each chapter of grammar at

contract level, and if they fail the fifth attempt their contract is lowered one grade, after which they are allowed three attempts to pass the chapter at the lower grade level. To help students avoid academic dormancy in PI we now insist that they spend at least one hour weekly studying in the Russian Room. In addition, we call or write to students who are absent from the Russian Room for several weeks, notifying them of the penalties they may incur and encouraging them to return to work. We have steadily refined both the information sheet (given to each enrollee) and the contract as a result of an occasional student's effort "to beat the system" by complaining of the contract's "vagueness" or by finding loopholes. These and other modifications will be evident from the following description of PI at SUNYA.

R. L. PATTERSON

As Program I is currently administered at SUNYA, it is an alternative to studying the first year of elementary Russian in two lock-step one-semester courses, * each carrying five credits. Completion of the PI requirements counts toward a departmental major. Textual materials include 23 units of Introductory Russian Grammar by Stilman, Stilman, and Harkins, which corresponds to the material covered during the two-semester period in the conventional lock-step classes. Supplementary materials are made available to students in the Russian Room; they include Baker's Mastering Russian Pronunciation and the Russian Writing System (which may be used in conjunction with the facilities in the SUNYA language laboratory), exercise and pre-testing drills written by the PI staff (for first-semester work only), and a large and varied collection of Soviet newspapers, magazines, and Russian language books on a wide selection of topics.

Since its inception at SUNYA in 1974, the enrollment figures for students contracted in Program I have covered a span ranging from a high of 32 new enrollees in the Spring Semester of 1976 to a low of six students in the Fall Semester of 1978 and averaging 19.6 enrollees per semester. It might be noted that the enrollment for Russian 101, the first semester course, is generally higher than for 102, the second semester course, as students deciding to continue with their Russian language study usually prefer to enter a classroom environment as soon as scheduling will permit (lock-step 101 is offered only in the Fall, and 102 only in the Spring, but either 101 or 102 may be taken under PI in any semester). The attrition figures during this same period have vacillated between a happy 0% during the Fall of 1976 to nearly 50% during the Fall of 1978, for a semester average of 28%.

A general administrative outline of Program I at SUNYA is as follows: Russian 101 covers Units 1-13 of the textbook and includes ten tests, beginning with Unit 4; Russian 102 spans Units 14-23 of the text and is also

---

* Beginning with the Fall Semester of 1979, the first-year course, in keeping with scheduling changes for the lock-step classes, will be offered in four quarter courses, Russian 101, 102, 103, 104 (2 per semester term).

monitored by a series of ten tests. A student is not permitted to drop the first semester course after completing Unit 10, nor the second semester course after completing Unit 21.

Upon registration for Program I, students are presented with two grading options, decided upon in consultation with the Program Director or his assistant, who conduct each student personally through a systemized and painstaking orientation of the entire program. The students may select to contract for their grade, and, indeed, are strongly encouraged to do so. In such cases, they agree, by formal contract, to attain a minimum grade level for each unit of study before they will be permitted to pass on to the next. These minimum levels are 92%/A, 84%/B, and 76%/C--or 70%/S-U (pass-fail). Students are encouraged to sign for an "A" contract, as, once the contract has been signed, there is no option for renegotiation upward, while the student may choose to lower his grade-level by one increment. The contract permits students to make a maximum of five attempts (each test is different and monitored by the PI staff) to attain their contract level for each unit. If, after taking four such tests, students have not succeeded in reaching their minimum mark, they must seek the counsel and permission of the Program Director or his assistant before making a fifth attempt. In such instances, the Program Director will assure adequate tutoring by the PI staff to increase student chances of success on that final attempt. In the rare instances that students are not able to attain their goal after five attempts, or if they find that the demands of their original contracted goals are too exacting, they are automatically dropped one grade level in the first case, and may opt to do so in the second. Under the contract system, no final examination is administered, as it is felt that the required performance at a consistent level imposed by the contract conditions negates the need for this verification of progress. Should students prefer not to contract for their PI grades, they are not compelled to do so. However, if taking the course on a no-contract basis, they are permitted only one test at each unit level, must take a comprehensive final examination, and their grade will be an average of these 11 marks.

The PI contract stipulates that each student must maintain a working attendance minimum of one hour per week in the Russian Room, studying with one of the teaching assistants on duty. More time is strongly recommended, and the time required for the taking and grading of tests is not included in this minimum. Should students fail to keep up their attendance requirements for a period of three weeks in succession and present no acceptable excuse for same, their grades are automatically dropped one increment. The Russian Room is in operation, open to any of the university's Russian language students, but centered on assisting the PI students, an average of 25 hours per week. During 1978-79, it was staffed by approximately nine graduate teaching assistants, and since 1974 advanced undergraduates have volunteered for PI tutoring.

Attendance records, a test file comprising at least five separate, "standardized" tests for each of the 23 units, with correction and scoring keys to assure a uniform standard, and student test records are all maintained within the Russian Room itself. This allows students ready access to the materials they have completed at any time; however, none of these materials may be taken from the learning center and the general supervision of the PI staff. Maintained in the Program Director's office are additional student

files, containing contracts, verification of test records, general program files, etc.

When students determine they are prepared to take a unit test (some find it helpful to take the first test of a unit as a warm-up or final preparation for completing unit study -- the average SUNYA student has required 2.3 attempts to attain contract level), they do so in the Russian Room, having been given a copy of the test by the teaching assistant on duty, who has verified, by a card file established for this purpose, students' level of work and that the test is not one that they have previously seen. When a student has completed a test, the teaching assistant (TA), using the uniform key provided, corrects and grades the test in the student's presence to allow for immediate follow-up on errors that may have been made and to answer any questions the student may have concerning the work. The TA then makes a record of the work completed and places it on file to assure that no student will be permitted to pass on to another unit before fulfilling the requirements for those preceding.

The assistant program director weekly reviews the student files in the Russian Room, checks attendance records, and duplicates all test entries in a "master" file maintained in the director's office, which provides an "at a glance" record of each student's work and progress.

Weekly methodology classes are held for the SUNYA Slavic Department graduate students, which include all those serving as TAs both in Program I and lock-step classes. In addition to the instruction provided, these meetings serve as forums in which the TAs may discuss common and individual problems encountered through their teaching assignments, review more obscure points of Russian grammar, seek counsel with the faculty regarding questions posed by students, and exchange notes and advice based upon their own learning experiences in teaching. In this way, all the TAs benefit from lessons learned by each; and, as problems encountered by individual PI students are discussed, all are apprised of same and become potentially more effective in their Russian Room functions.

To compare the knowledge of students studying Russian in Program I with those in lock-step classes, the standardized MLA Russian examination is administered to each PI student immediately before completion of the final unit of a semester's work and to lock-step students at the end of each semester. These exams have been administered at SUNYA for a number of years. The figures for same are presently being analyzed for statistical purposes and are expected to be available by Fall 1979, for those who might like to inquire about the results.

The development of student aural-oral skills in Program I, as must be the case in any individualized language instruction program, is a more difficult area to approach; and the PI system presently includes no specialized features addressed specifically to oral-skill enhancement. All the facilities of the SUNYA language laboratory are available to PI student use, and students are encouraged to visit the lab regularly. The PI staff will endeavor to meet the requests of any students seeking additional time and instruction in oral work, however, the impetus for seeking this type of aid is entirely upon the individual student.

Student motivation would appear to be dependent, to a very large extent, upon the reasons for which students begin their study of the Russian language. Those who have no interest in acquiring more than a reading knowledge of the language and those who simply want to "do domething different" to accumulate the credits necessary for graduation are generally less inclined toward a great deal of effort (although there have been some blessed exceptions). A small number of students are motivated by a cloudy curiosity as to the nature of the language spoken in the Soviet Union and may or may not be "bitten by the bug" following initial exposure. Graduate students in a wide range of fields, especially the sciences, have been advised that a knowledge of Russian may provide them with a skill potentially advantageous to their professional growth. In each of these instances, the question of student motivation tends to be very personal and doesn't seem to be greatly affected by additional motivational input from the PI staff. Certain students, however--most typically lowerclassmen--evidence an interest in studying Russian but are hesitant because they have heard it is a difficult language and they question their suitability due to poor linguistic preparation--often none at all--or a shyness about exposing themselves to the unfamiliar. A studying alternative such as offered through Program I provides such students with the opportunity to "test the waters" so to speak, patch the weak spots in their foundations, at their own pace, and build confidence in their abilities to work successfully. The personal approach of the more individualized Program I affords a more encouraging atmosphere for these hesitant students, who frequently become Russian majors once over the first intimidating grammar "humps". Program I can offer these students encouragement and personal interest, but, as with the first categories mentioned, motivation to study and maintain continuous effort remains with the individual.

Defining a successful student in the context of the PI approach is accomplished by the specifications laid out by the contract system. Students decide, with staff guidance, at the outset, what it is they expect to accomplish in the course of their PI Russian study, contract for same, and, in accordance, work to maintain the level they have set for themselves. If they complete the PI courses, and the majority do, they are successful.

For the most part student attitudes toward Program I have been very favorable. As discussed, PI affords a more encouraging approach for the shy or hesitant student; it allows for the individualized pacing required by both students of limited linguistic ability and those who are capable of moving at a more accelerated rate (sometimes a gifted linguist, who doesn't want to sit out a lengthy lock-step process, can move through the first-year PI course in significantly less time); the element of more personal attention offered can be more attractive; and the flexibility permitted both in instruction hours and course completion time appears to be greatly appreciated. (If students are unable to complete the course requirements within the semester period for which they have contracted, they are given an "incomplete" and an automatic extension that will permit them approximately 11 weeks into the following semester in which to complete the work. Seniors may not graduate with an "Incomplete", so additional provision has been made that, in the case of graduating Seniors, a final grade may be given based upon a standardized scale applied to the amount of work they have completed. This scale has been set up to penalize the student for incomplete work, but it will provide for a final grade.)

Nearly all of the problems initially encountered in the development and administration of Program I have been effectively solved in the course of the continual evaluation and adjustment that such an individual-oriented program demands. Those problems most apparent at present involve the lack of uniform program commitment and teaching aptitudes among the teaching assistants who staff the Russian Room and unrealistic expectations on the part of students as to how much an individualized Russian program can provide. The weekly methodology classes that are part of the SUNYA Russian graduate program are an effort to deal with the first two, and their personal orientation of students prior to their signing study contracts an attempt to anticipate the third.

While it would be a lengthy and complicated procedure to list all statistics for PI enrollments, completions, extensions, etc. over the five year period for which it has been a part of the SUNYA Russian language program, the following figures are offered as a general informational scan:

Fall 1974: 22 students enrolled in PI 101, 15 of whom completed the course* (11 A's, three B's, one C). Average number of tests per unit - two. Completion rate- 70%. Spring 1975: Eight enrolled in 101, five of whom completed (two A's, two B;s, one S); 15 enrolled in 102, 13 of whom completed (ten A's, one B, one C, one S). Average number of tests per unit - two. Completion rate - 78%. Fall 1975: 26 enrolled in 101, 15 of whom completed (ten A's, two B's, three E's); four enrolled in 102, three of whom completed (three A's). Average number of tests per unit - 1.8. Completion rate - 60%. Spring 1976: 23 enrolled in 101, ten of whom completed (five A's, two C;s, one S, one D, one E); nine enrolled in 102, eight of whom completed (three A's, two B's, three E's). Average number of tests per unit - 1.8. Completion rate - 56%. Fall 1976: six enrolled in 101, all of whom completed (three A's, two B's, one C); two enrolled in 102, both of whom completed (one B, one C). Average number of tests per unit - 1.5. Completion rate - 100%. Spring 1977: 13 enrolled in 101, nine of whom completed (four A's, one B, one C, one S, two E's); six enrolled in 102, five of whom completed (three A's, one B, one C). Average number of tests per unit - 1.5. Completion rate - 74%. Fall 1977: 15 enrolled in 101, 12 of whom completed (six A's, three B;s, one C. two E's); two enrolled in 102, both of whom completed (two A's). Completion rate - 82%. Spring 1978: 15 enrolled in 101, ten of whom completed (two A's, two B's, 3 C's, one S, one U, one E); eight enrolled in 102, seven of whom completed (four A's, two B's, and one C). Completion rate - 76%. Fall 1978: three enrolled in 101, two of whom completed (two B's); three enrolled in 102, one of whom completed (A). Average number of tests per unit - two. Completion rate - 50%. Spring 1979: 14 enrolled in 101, four of whom dropped, three of whom completed (three A's), and seven of whom were given "Incomplete" and plan to finish the work in Fall 1979; two enrolled in 102, both of whom received "Incomplete" and will finish in the Fall. Average number of tests per unit to date - 2.9 (not final figure). Completion rate - not possiblie to determine at this time.

---

* Figures for those completing course requirements within the semester for which contracted and those who were given "Incomplete" and finished in the following semester not available.

These figures suggest that even a smaller, more individualized approach to Russian language instruction meets with the problems of vacillating enrollments and motivational problems; however, it should be noted that the average completion rate is a figure of nearly 72% and the average number of students studying in Program I over the five-year period has been 30+. If one assumes that these students, or a large percentage of them, would not be able, for the variety of reasons discussed, to enroll in the conventional lock-step Russian classes, it is a logical conclusion that Program I is an alternative study approach of service to not only the individual student but to the SUNYA Russian program as a whole and merits continued interest and support in that capacity.

SESSION III, CONTINUED

# COMPETENCY-BASED ELEMENTARY SPANISH AT YOUNGSTOWN STATE UNIVERSITY

*Mary Loud*
*Department of Foreign Languages*
*Youngstown State University*
*Youngstown, Ohio 44555*

*Abstract*

*The elementary Spanish individualized program offers the same content as the classroom. It is self-paced, competency-based and includes a system of variable credit. Details of testing and grading are given; the textual materials are described. Attrition is 25% to 50%, depending upon the method of computation. All individualized sections meet at the same time. Specific days and hours are assigned to the various activities. Difficulties of the program include motivation and maintaining progress. Some students are better served by individualized instruction, others by the lock-step approach.*

*Full Text*

The self-paced class which I designed and teach is an elementary Spanish class. I would like, before I begin, to acknowledge that I received much guidance and help from Professor Jane Goepper of the University of Cincinnati whose individualized French classes I visited and with whom I talked for two days when I was planning my present course. I was looking for a model adaptable to a small department and Reid Baker, the Foreign Language Supervisor for the State of Ohio, suggested that Ms. Goepper's program was worth investigating. I have borrowed certain elements of the course from her, such as the division of the class time into two oral days and two grammar days, and the system of record keeping. Beyond that, her moral support at a critical time was invaluable.

Of the five elementary sections of Spanish that we offer each quarter only one is individualized, the rest using the traditional lock-step method. We use the same book in all sections to facilitate transfers from one track to another. The regular elementary Spanish classes are numbered 501, 502, 503. My class is numbered 500A, 500B, 500C. The catalogue description reads as follows: "A competency-based course, identical in content to Spanish 501, 502, 503. Each segment is divided into four units, each unit equivalent to one credit. Each student signs up for the number of credits he feels he can complete each quarter. A total of four credits can be accumulated in each segment." Thus, once a student has completed four units of 500A he has exactly the same material as the student who has completed 501. The difference is that he can take more than one quarter to complete the material, or less than a quarter if he is capable of progressing more rapidly. In effect, it is possible to sign up for from one to twelve credits in any given quarter, excluding summers. The competency-based option is not available during sum-

mers although students may finish work that they originally signed up for during the regular year.

Once a student has signed up for a given number of hours he has until the sixth week of the quarter to decide whether to stay with it or to drop. A student who has signed up for 500A and 500B or for 500A, B, and C may, if he chooses, drop 4 or 8 or 12 hours at that point. Those who have signed up for 500A or B or C for 4 or fewer hours do not have the option of dropping part of their original load. They must either stay with what they have signed up for or drop the whole package. If a student wished to change from 500A for 4 hours to 500A for 2 hours during the sixth week, he would have to drop the course for 4 hours and add it for 2 and it is not possible to add courses in the sixth week at Youngstown State.

If a student fails to complete all the work he signed up for within one quarter, however, he doesn't automatically receive an "F". Spanish 500A, 500B, and 500C are designated as a "competency-based" course which follows the rules and regulations established for such courses by Youngstown State University. About the time that I became interested in self-paced instruction in languages, faculty in other departments were also becoming interested in the concept. After some debate, the Academic Affairs Committee decided to authorize the use of the "PR" grade, formerly only used for thesis courses, for the competency-based classes. Thus, a student who is unable to attain satisfactory proficiency in his work in one quarter receives a PR and is given one more complete quarter to finish his work. A student who signs up for 4 hours of 500A in the Fall has until the end of Winter Quarter to finish. The real winners are those who sign up in the Spring Quarter. Since Summer Quarter doesn't count, they have until the end of Fall Quarter of the following year to finish their work. As soon as the student finishes, a grade change card, just like the one we use for Incompletes, is filled out and turned in. If, at the end of the second quarter, the student still has not finished the work he originally registered for, the Records Office automatically converts the "PR" into an "F".

The textbook we use is Castells & Lionetti La lengua española: gramatica y cultura (2nd edition) by Scribner's. We also use the Cuaderno de ejercicios and the tapes made to accompany the book. It is fortunate that the new edition has 36 chapters so it divides neatly into 12 units of 3 chapters each. In the individualized section I do use many supplementary materials. The Learning Activity Packets, one for each unit, I created myself. They contain objectives for each chapter, a series of supplementary exercises, and additional explanations of grammar topics where deemed necessary. They also contain specific assignments in the textbook, workbook, and other supplementary materials. There is a quiz for each chapter as well. All exercises are answered at the back of the packet, of course. Since each chapter in the textbook focusses upon one particular aspect of Hispanic culture I decided that a little background reading on these points would be helpful to the students. Accordingly I placed in the language laboratory a series of cultural materials and assigned specific readings for each chapter. These elements are included on the unit exams but only count five per cent of the total grade, The readings are taken from the following books: Project Spain (Gessler Publishing Company), Hispanic Culture Capsules, also from Gessler, What Makes the Spanish Spanish by Tora Tuve Ladu (Advancement Press, 1974), and Mundo español: Lengua, Cultura y Folklore by Francisca Arana de Love, (Editoria Vosgos, S.A. 1974). The latter book, since it is

in Spanish, is only assigned to the 500B and 500C students. To accompany and supplement the Spanish reading sections in the textbook, (one after every three grammar chapters), I have prepared a slide-tape or filmstrip-tape program. The slides and filmstrips are commercially prepared. On the lower levels I make my own simplified tapes but starting with 500B I use the commercially prepared tapes as well. Last but not least I have prepared a series of tapes covering all material in the textbook not covered on the commercial tapes.

The enrollment in the course has been quite encouraging since it began three years ago. Every quarter all three sections, 500A, 500B, 500C, are offered. The total enrollment has been averaging about 60 students. This figure does not include the "carry-overs", that is, those students who have received a "PR" in a previous quarter and are finishing their work. Of course, not all those who sign up really make a serious effort to complete the course. The attrition rate is currently around 50 per cent, if the calculations are based on the initial enrollment figures. If, on the other hand, we use as our base only those students who do some work in the course, the attrition rate falls to about 25 per cent. Currently almost 100 per cent of those who get a "PR" finish their work within the established deadlines.

I have already touched on many administrative details in preceding paragraphs. There are, however, a few more points that bear mentioning. All three sections of the course are scheduled to meet at the same time and in the same room. Thus they count as one four hour course in my teaching load. Students are not required to come to class, but they are strongly encouraged to do so, particularly if they are new to the course. Every Monday and Thursday are oral days and every Tuesday and Wednesday are grammar days. On the oral days I usually try to group students near to one another in level in the same group and give them materials to work with. I then go from group to group, checking on their progress. This is not always succesful since many students do have the tendency to revert to gossiping in English once I have left them. Therefore sometimes I try to use group activities, such as working on a song, in which all can participate according to their level of ability. On the grammar days I take up whatever grammar problems students are having trouble with. I explain the materials on the blackboard and give them extra exercises to test themselves. I only explain material if the students request it. If no one claims to be having a problem I spend the hour moving about the room and checking on the students' work to see if I can spot difficulties they might not be aware of. I average about ten students per class period. I have some students who never come to class and do the whole course on their own, using the packets as their guide. The language lab is open twelve hours a day on weekdays and three hours on Saturday morning. Since all the tapes and supplementary materials for the course are stored there it is possible for students to work on the course whenever they wish. In addition to the class period I maintain six to ten hours of office hours per week, during which time the students can see me for individual help.

As students proceed through the packet they receive instructions to turn in written assignments to me from time to time. These include the written answers to the Preguntas Generales of each chapter and also the workbook for the chapter. I prefer to correct these things myself to have a better idea of how the students are doing. I also believe that it is more

motivating to them to receive feedback from the instructor on their progress before they are ready to take the unit exams. I also assign compositions--letters or dialogues--from time to time. As soon as a student has finished all the assigned work for a particular unit and is satisfied that he knows the material he is eligible to take the practice exam. This exam doesn't count. Its purpose is to see how well the student knows the material. If the practice exam is all right the student proceeds immediately to the written unit test. Otherwise, he restudies the material on which he is weak and retakes the practice test. The grading scale is: 94-100, A; 84-93, B; 74-83, C. A student has two attempts to pass the written test. After the student has passed the written test he has an oral interview with me in which I ask him six questions which he must answer in Spanish and he must ask me five. The oral interview counts 15 per cent of the unit grade. The tests are administered in the language lab and may be taken at any time that the lab is open. I try to have the tests graded within 48 hours after the student has taken them. In my office there is one filing cabinet devoted exclusively to the individualized course. I make a folder for each student enrolled and as tests are passed they go into the folder. The final grade is determined by the average of the unit tests taken. At the end of the quarter I review the work accomplished and the amount of credits the student originally signed up for and determine appropriate grades. Normally, in order to get a "PR" the student must have completed at least half of the work he originally signed up for. I have no assistants in this course. I have found that it is possible to run the course by myself but I do think that some help, at least on the oral days in the classroom, would increase the effectiveness of the course.

Developing aural-oral skills I have found to be one of the most difficult challenges in an individualized course and I am not sure that I have as yet a satisfactory solution to the problem. As I have indicated above it is difficult to keep the students from lapsing into English during the oral days. Those who attend the lab regularly and use the supplementary tapes to good advantage do quite well on the oral part of the exam even if they haven't been to class that much. I also do work individually in my office with some students who have trouble with speaking the language and are too shy to practice during class time.

Two other areas in which I feel I have more questions than answers are those of motivation and maintaining student progress. I believe that my decision to grade personally the workbooks and other written assignments has helped keep some students going. I also make a point of emphasizing right from the first day of class that I want students to stay in touch and try to do at least some work every week so I can have an idea of their progress and the troubles they may be having. Occasionally I call students on the phone and remind them that I haven't seen them for quite a while. That usually brings them back to class and gets them working again.

Defining the success of an individualezed program is a difficult problem. If we are going to accept the philosophical premises of individualized instruction and base our evaluations on degree of mastery rather than amount mastered in a given time-frame, we have to assume that a student who takes two quarters to finish elementary I with a "B" is as successful as one who

took one quarter. They both know the same amount of material. Do high attrition rates mean that an individual program is a failure? I think not. In the context of traditional formal education as it is practiced in this country individualized instruction represents such a complete departure from the norm that we have to expect that many students will have difficulty adjusting. They have never been made responsible for their own learning before and the freedom from teacher-imposed deadlines may prove too much to handle. Individualized instruction is not for all just as standard-paced classes are not for all. It was precisely the failure of that traditional mode of instruction to meet all needs that drove us to try individualization in the first place. Good advising can help reduce attrition by channeling the students into the class most appropriate for their needs. In a sense, just as individualization shifts the responsibility for learning and goal-setting to the student, so should the definition of success depend upon the program's ability to help the student to attain his own particular goals, even if they are not the goals we would prefer him to have. If all a student wants is to study one unit of Spanish and the program allows him to do that, then it is successful. In general, I believe that if the program assists the student to meet his own goals, and that includes preparing him for advanced work if that is what he chooses--then it is successful.

Both faculty and students were originally quite skeptical of the self-paced course. Many found it difficult to accept the switch in the instructor's role from teacher to facilitator of learning. It seemed an evasion of responsibility on the part of the instructor, a sophisticated way of avoiding work. Most, however, have come to accept that there is a place for individualized instruction on campus. Learning a language is acquiring a skill, and, like all skills, some people have to practice longer than others to attain mastery. There is little value in "teaching" a concept to a class if over half of the group are still struggling to assimilate the material introduced three chapters ago. The atmosphere is still not one of uncritical acceptance, however, and this is all to the good since it forces me, and others on campus interested in individualized instruction, to work to overcome the weaknesses in course structure, that impede the realization of the goal of individualization, the attainment of mastery by all students, not just the fortunate few.

SESSION III, CONTINUED

# CAREER ORIENTATION IN SPANISH: A MODIFIED APPROACH TO INDIVIDUALIZED INSTRUCTION

*Carole Deering Paul*
*Department of Foreign Languages*
*Illinois Wesleyan University*
*Bloomington, Illinois 61701*

*Abstract*

*Spanish 201 is a partially individualized, 3d semester course offering career-oriented materials and activities. The class is divided into 4 areas of interest: Spanish for medical personnel; commercial Spanish; Spanish for social services; drama. 201 is part of the language requirement, hence there is no attrition. Student assistants coordinate activities within different areas. Aural-oral skills are developed through work in small groups, conversation practice, interviews, skits, role-playing, oral testing, and listening comprehension exercises. Motivation is high, and is reinforced by opportunities to use Spanish through several community agencies and services. Enrollment has increased in subsequent non-required Spanish courses, and the number of Spanish majors has grown.*

*Full Text*

The Spanish section at Illinois Wesleyan University has adopted a modified type of individualized instruction at the basic sequence level of language instruction. Spanish 101 and 102, the first two semesters of Spanish, are intensive courses with emphasis on oral-aural skills. The third semester, Spanish 201, is "individualized" in that it provides career preparation in Spanish. The course continues to stress and to reinforce linguistic skills and grammatical structures introduced in Spanish 101 and 102 while adding career-specific vocabulary and cultural awareness. The orientation of this course is an outgrowth of the recognition of the increasingly pluralistic nature of our society, and of the growing numbers of native speakers of Spanish living and working in the United States. It addresses itself, at the intermediate level of language instruction, to the growing need for bilingually trained professionals in all fields.

Spanish 201 meets five hours a week. The first third of the semester is spent finishing the textbook begun during the first two semesters (Español a lo Vivo by T. Hansen and E. Wilkins, John Wiley & Sons publisher). The remainder of the semester is devoted to the study of career-oriented vocabulary, dialogues, readings, and other activities that are specifically geared to the future professional interests of the students. The class is broken down into four career interest groups: Spanish for Medical Personnel, Commercial Spanish, Spanish for Social Services, and Drama. Ideally, it would be better to break down into even more specifically oriented groups. In addition to the different career related materials, a general conversational text grammar review is used to strengthen oral-aural skills and grammer. This year we have used Qué Me Cuenta? by M. Hellerman, MacMillan publisher. It is the only text used by all sections of 201: each of the sections has its own supplementary materials.

## Section A: Spanish for Medical Personnel

This section has as its principal text a series of 21 lessons developed for the course relating to emergency situations, operations, hospital stays, physical exams, etc. In addition, several types of supplementary materials are used including transparencies (parts of the face, the body, internal organs), hospital forms (admission forms, release forms, insurance forms, patient's medical history), slides (hospital rooms and equipment, doctors and nurses treating patients), and cultural awareness materials (the "curandero," herbalists, differences in health care systems). These supplementary materials form the basis for conversations, dialogues, reviewing, and testing.

## Section B: Commercial Spanish

The main texts are reference texts depending on the specific interests of the students. Among these texts, the most commonly used include:

1. Correspondencia Commercial: Fondo y Forma-Luis Gonzalez del Valle y Antolin Gonzalez del Valle, South-Western Publishing Co., Cincinnati, 1975.

2. Diccionario de Banca- A. Martinez Cerezo, Piramide, S.A., Madrid, 1975.

3. Diccionario Commercial y Economico Moderno- Guillermo Varela Colmeiro, Bdiciones Interciencia, Madrid, 1964.

4. Diccionario de Relaciones Internacionales- J.C. Plano and R. Olton.

5. The Effect of Cultural Influences on Mexican-American Consumers- R.A. Wald, Institute for Business and Economic Research, San Jose State College, 1970.

This section concentrates primarily on correct business letter-writing skills. The students are asked to write a series of different types of letters during the course of the semester; they also respond to an ad in a Spanish or South American newspaper. Transparencies for this section contain sample headings, closings, management structure charts, invoices, etc. Considerable emphasis is placed on awareness of cultural differences in business transactions (telephone protocol, business lunches, introductions, etc.). Supplementary materials include a slide presentation of a large company and the daily activities of its employees.

Section C: Spanish for Social Services

The structure of this section was more time-consuming because we were unable to find a satisfactory text. We are now in the process of developing our own materials for this section. The class thus relies primarily on different state and federal forms and pamphlets. These materials include: food stamp applications, social security forms, legal aid applications (Miranda rights), applications for employment and for unemployment compensation. In addition to a slide series, there are also several cultural awareness activities. Students visit a bilingual school and a community center serving primarily Spanish-speaking individuals. In addition, the community offers numerous opportunities for volunteer work. Several students are working with Spanish-speaking children in a day care center. We have also had upper-level students do translations in the courts as well as at local hospitals.

Section D: Spanish Drama

Students in this group come from many different areas of interest, including English, Drama, Humanities and other areas of the liberal arts. Since the university has a School of Drama, we have excellent facilities and expert assistance in producing plays. This year the drama section performed a modern one-act play, El Ultimo Hilo by Jose Lopez Rubio Estreno (University of Cincinnati Press). The play is first discussed and analyzed from a literary and dramatic point of view. The students then take charge of all operations involved in putting on the play (staging, lighting, interpretation, acting, costumes). The play is then performed for all sections and videotaped.

There are three sections of Spanish 201 given during the Spring Semester, each with an enrollment of approximately 25 students. The class is divided into the four interest groups already indicated. Students remain in the class during the regularly scheduled hour, so

there are none of the rescheduling problems that often occur when a separate sectional hour is designated. Students move to another classroom or to another part of the class for career language lessons. There is virtually no attrition as the course is part of the required three semesters of foreign languages for the B.A. It is interesting to note that the Business Department offers a B.S. degree for which there is no language requirement. However, 70% of the business majors do indeed take a foreign language.

For each section of 201, student assistants who are Spanish majors are in charge of coordinating activities. Each assistant is graded on his/her handling of the class; each keeps a folder of the materials and exercises used and a brief description of the most effective instructional methods. The students enrolled in the sections keep a notebook of career related vocabulary, forms, and activities. Student assistants receive a grade as well as credit for their work; they are not remunerated. They are closely supervised and observed by the master teacher for the course.

Since the class is divided into small groups, the students have many opportunities to develop and strengthen their oral-aural skills. Mock interviews and free conversation, skits and role playing, oral testing, and listening comprehension exercises are used intensively in the class. Although the class stresses these skills, students also review and are tested on grammatical structures and reading skills.

Students in Spanish 201 are usually quite motivated since they can see the relationship and applicability of Spanish to their careers. For students who are very motivated the department offers opportunities to work with community agencies that serve Spanish-speaking people. Some of these opportunities include: 1) volunteer work at a Spanish day care center, 2) translation for Spanish-speaking patients at local hospitals, and 3) translations in court.

Student achievement has been high as measured by the quality of the required notebook, written tests, and improvement of oral-aural skills. This is only the second year that the program has been in effect. We have noted some increase in the number of students going on to take Spanish 254, Intermediate Conversation, which is not a required course. We have also noted an increase in the number of majors. Another indication of student interest was a poll taken during the first semester and during the last semester. Students in Spanish 101 (first semester Spanish) were polled as to the relevancy of Spanish to their careers. Most felt that it was useless to their future professions. A poll taken after the completion of 201 indicated a large increase in those students who thought that they would indeed be able to use Spanish in their careers.

In spite of the increased preparation involved on the part of the faculty, the attitudes of faculty members are positive. Much credit is due to the work and cooperation of the student majors who serve as assistants in the different sections of Spanish 201. The increase in the number of students going on to enroll in elective courses in Spanish, and the increase in the number of majors (and double majors) have done much to create a commitment to this type of modified "individualized" instruction on the part of the faculty.

SESSION III, CONTINUED

# AUTO-TUTORIAL SPANISH AT THE UNIVERSITY OF CALIFORNIA, DAVIS

*Fabián A. Samaniego*
*Department of Spanish*
*University of California*
*Davis, California 95616*

*Abstract*

*Spanish 1AT, 2AT, and 3AT (AT = auto-tutorial) are individualized, self-paced courses offering variable credit. All four skills are developed. Audio tapes, slide/sound culture presentations, and videotaped grammer explanations supplement the textual materials. Details of the instructional schedule and procedures are included. To encourage motivation and progress, students are required to attend certain conversation classes, and to make appointments for testing, conversation and consultation sessions. Instruction is carried on primarily by Teaching Assistants, who are assigned to the program only after having taught in the classroom. The AT program accommodates students who need more time than the classroom pace permits, as well as those who can progress at a faster rate.*

*Full Text*

Individualized Spanish 1AT, 2AT, and 3AT (AT = auto-tutorial) provide a popular alternative for 400 students at the University of California, Davis, who are interested in learning beginning Spanish but are unable to fit a full six unit course into their schedules. The Spanish AT Program allows each student to proceed at his own rate towards proficiency in the four language skills: listening, speaking, reading and writing.

Spanish 1AT, 2AT, and 3AT are each a series of three separate two unit courses. That is, 1ATA, 1ATB, 1ATC; 2ATA, 2ATB, 2ATC; and 3ATA, 3ATB, 3ATC. Students pre-enroll in these courses as in any other course or by submitting an add card in the AT Center. A student may sign up for one, two or three courses simultaneously, in other words, for 2, 4 or 6 units of credit. More units may be added during the quarter if a student finds that he can complete more than he originally signed up for. However, a student must complete all of the units that he originally signed up for or he is given an "F" grade for unfinished work. All students at UCD have the option to drop a course through the fifth week of the quarter.

Students in the AT Program have three main courses of learning materials: the textbook, the tape manual and the syllabi. The text used is Zenia Sacks Da Silva's Beginning Spanish: A Concept Approach of Harper & Row. The Tape Manual and Workbook that accompanies the text not only supplements the language tapes but also helps develop the students' ability to write Spanish. The Manual de Español 1AT, 2AT, and 3AT are syllabi with step by step instructions on how to get through the six units of Individualized Spanish 1AT, 2AT or 3AT. Each syllabus also includes a practice midcourse exam and a practice final exam as well as answers to all the textbook exercises and timely references to supplementary learning aids available in the language laboratory or in the AT Center. Finally, each syllabus has a complete description of the AT Program, specifying what materials are needed, the general procedure for credits and grading, important rules and regulations, suggestions on how to study alone, an AT Center activity schedule and even "Ten Commandments for Survival in the AT Program."

The language laboratory program that supplements the Da Silva textbook consists of tapes recorded by native speakers from all over the Hispanic world. These tapes are available on cassettes and may be checked out for home study. In addition to the language tapes, AT students use various other supplementary learning aids developed at UCD, including a graded series of slide/sound culture units and several videotape presentations of troublesome grammatical structures such as preterite vs. imperfect, subjunctive and object pronouns.

All instruction in the AT Program takes place in the AT Center, which is open from 10:00 a.m. to 4:00 p.m. Mondays and Wednesdays, and from 9:00 a.m. to 3:00 p.m. on Tuesdays, Thursdays and Fridays. A student may drop by any time during these stated hours to receive individual tutoring from an instructor, to participate in small group conversation sessions, to take a unit test or simply to use the Center as a study hall while working on Spanish assignments.

The Spanish AT Center is open 30 hours a week and is staffed with five instructors (Teaching Assistants). Each instructor works eight hours per week, thus allowing for double staffing during the busier hours.

An AT Center Activity Schedule, which is included in the syllabus, indicates specific hours when instructors are available for consultation, testing and conversations.

In consultation sessions a student who has questions on the material he is studying, can receive individual tutoring which may include pronunciation practice, help in understanding certain grammar points or conversational practice.

A student presents himself at a testing session only when he feels ready to be tested. Practice tests are provided to allow the student to evaluate his own readiness. Students who do poorly on a given test have an option to retest in order to achieve a higher level of proficiency.

At the end of each lesson of the textbook, AT students are required to participate in a half hour conversation session. Students prepare for these conversations by selecting from a variety of topics in their syllabus. These may include such topics as "MACHU PICCHU: Lost City of the Incas" and "Learning to become a handwriting analyst." These conversations are conducted entirely in Spanish and are considered by many of the AT students to be the highlight of the program. No letter grades are assigned to the conversations; however, the student must demonstrate that his speaking skills are developing at a pace parallel to that of his reading and writing skills.

Aural-oral skills are also heavily emphasized in the tests which AT students must take and pass with a grade of B- or better for each unit of credit they receive.

A recent revision of the University of California at Davis Spanish AT Program had the dual goal of 1) placing special emphasis on developing communicative competence skills, and 2) addressing the problem of motivating students. Regarding the latter, an attempt was made to solve two motivational problems that had developed in the program: one concerning the very large number of students that would enroll and never actually do any work, and the other, the problem of students that would enroll and begin working on their units but only get part of them done. Many of these problems have been solved by 1) requiring all students enrolled in Spanish 1ATA (the first course for beginning students) to attend six conversation classes within two weeks from the date the student enrolls in the program, and 2) requiring all AT students to sign up in advance (actually to make an appointment) for each testing, conversation or consultation session that he wishes to attend.

By requiring beginning students to complete six conversation classes during their first two weeks in the program, we are able to individually help each student learn "how" to study a foreign language. The six conversation classes are closely coordinated with six introductory mini-lessons in the Harper & Row text. These conversations are designed to develop an extended, practical working vocabulary through "ear-training, tongue-tuning drills" as the author herself says. Special emphasis is placed in helping the student develop good pronunciation habits during these sessions. Upon completion of the six conversation classes, students take their first written and oral test, the results of which constitute one unit of credit. Taking the student by the hand through the first unit of credit in two weeks or less has resulted in highly motivating the student, not only to complete the two units of Spanish 1ATA but frequently to add Spanish 1ATB, two additional units.

To motivate students who have studied Spanish before and therefore are enrolled in 1ATB, 1ATC, 2AT or 3AT, we advise each student on how he should pace himself; then we give the student a strong sense of commitment to this pacing schedule by having him sign up right away for his next required scheduled activity. We make the students aware that there are approximately 400 students per quarter enrolled in the AT Program and that it is very important to sign up well in advance to make certain that the instructors will have time to work with them. This is the first year that we use the "appointment book" approach and we have found that it really helps the student to have very specific short-range goals rather than to just have the long-range goal of knowing that he is enrolled for 2, 4, or 6 units.

Another way that we motivate students to get their work done earlier in the quarter is by strictly adhering to a policy which states that one and only one unit of credit may be completed during each of the last two weeks of the quarter. This being the case, students enrolled for more than two units of credit realize that they cannot wait until the end of the quarter to start working. Needless to say, many students still wait to the last two weeks to complete their last two units; however, it is comforting not to have to worry about the student who comes in the last week of the quarter saying he is enrolled for six units and wanting to know what he should do to get started!

The Spanish AT Program is staffed primarily by teaching assistants and the TA supervisor. The program has been in existence for 4 years now, and to date not one TA has objected to teaching in the program. On the contrary, Spanish Department TAs frequently request an opportunity to teach in the individualized program in order to gain additional experience in teaching methods. TAs are not selected to teach in the individualized program until after they have taught in the classroom program. This is very important because in our program the TA must be able to teach all levels of beginning Spanish all of the time. In general, the TAs feel that our program is a very good alternative for students who cannot keep up with the pace of the six-unit Spanish 1, 2 and 3 classes as well as for students who feel that the lock-step classes move too slowly for them. I myself feel that our AT Program has solved many problems in the classroom by allowing students doing C-, D, or F work to drop a six-unit class and add two or four units of the AT classes in which they will probably receive an A or B, since they will be starting over again. This flexibility has, in fact, improved the quality of instruction in the classroom by creating more homogeneous groups. The AT Program has also done much to improve student/teacher morale by providing a good alternative for slow learners or failing students.

In closing I would like to agree with the research done by Benjamin S. Bloom of the University of California at San Diego. He has shown that given sufficient time and appropriate types of help, 95% of the students can learn a subject up to a high level of mastery. Stated another way, the grade of A as an index of mastery of a foreign language can, under appropriate conditions, be achieved by up to 95% of the students enrolled in this type of program.

SESSION IV

INDIVIDUALIZED INSTRUCTION IN LANGUAGES OTHER THAN ARABIC, FRENCH, GERMAN, LATIN, RUSSIAN AND SPANISH

FRIDAY, MAY 11, 1979
3:00 - 4:30

*Hebrew*

*Daniel Grossberg*
*Judaic Studies Department*
*State University of New York at Albany*
*Albany, New York 12222*

*Abstract*

*The program in elementary Hebrew includes audio- and videotapes, regular meetings with Teaching Assistants, and a weekly class with a professor. The professor also conducts a weekly seminar for the Teaching Assistants in instructional strategies and preparing materials. Students' evaluations provide a basis for program review. In the future, self-pacing, variable credit, and off-campus instruction may be offered.*

*Full Text*

At State University of New York at Albany, Hebrew language in the first two semesters (Heb 101A and 101B) is taught through several correlated modes directed at the various learning modalities of the students. The potential for increasing the effectiveness of foreign language learning through the proper use of these modes is readily apparent. A degree of individualization of instruction is also achieved by the student's ability to concentrate on that mode of presentation that is most effective for him.

A grant of approximately $250,000 in 1971 from SUNY Central dispensed through the Educational Communications Center at SUNYA, enabled the late Professor Zvi Abbo to prepare and introduce a series of fifty-two one-half hour videotaped lessons developed into sixteen units for each of the two beginning semesters. Textbooks, workbooks and correlated audiotapes accompanying these lessons were also prepared and used.

In 1976, the Department carried on a thorough review of the program. Dr. Rami Carmi was invited to come to Albany from Bar-Ilan University to evaluate the materials for the T.V. courses and to suggest appropriate revisions. He not only examined each lesson in detail but was able to test some of his suggested revisions with control and experimental groups in the classroom. Our program today is the product of Abbo's pioneering work, Carmi's suggestions and our on-going examinations and modifications.

Based on the principle that language is essentially a medium for acquiring knowledge and understanding of a specific country's culture, a primary technique employed in these videotapes is to remove the student from the artificial world of the classroom to the place where the language is used naturally, in this case Israel. This is accomplished by "moving" the student into an Israeli environment through the experiences of a young American tourist, Dani. In his travels, Dani encounters numerous situations typical of Israeli life from which the student becomes acquainted with Israeli culture and mores as well as many phases of Jewish life and tradition. The college student readily identifies with the American tourist who begins speaking Hebrew haltingly, with a strong American accent, and with the typical grammatical errors that most learners fall prey to. In each successive unit, however, both Dani and the student gain proficiency.

These videotaped lessons are shown four days per week at three different times per day. Audiotapes keyed to the lexical and grammatical elements of each unit are available to the student for listening in the language laboratory or for copying and later listening at the students' leisure.

Mastery tests have been prepared and are administered on audiotapes in the language laboratory following the completion of every three units.

To avoid the pitfall of impersonalization we have tempered the audio and videotaped lessons with four one-half hour sessions with a teaching assistant immediately following the T.V. lessons, and a weekly one-hour class with the professor. The teaching assistants view the videotape with the students and then answer questions, review, reinforce, complement and supplement that lesson. The teaching assistants are enrolled in a seminar with the professor overseeing the program which entails one meeting per week, when the needs for preparation of materials and the direction and supervision of the TAs are addressed. The professor responsible for the program also teaches the Heb 101A and B classes once a week each, getting to know the students so that he can respond to them as individuals. This session provides personal contact with the teacher in the classroom, thereby mitigating the possible deleterious effects of overexposure to the hardware and software of the program. Liberal office hours are also provided.

The major advantages of our T.V. approach are the following:

1. The T.V. format allows our department to offer several sections of Hebrew 101A and 101B by replaying the tapes at different hours. We thus enable more students to enroll in the courses and appeal to a larger student population, since at least one section generally fits into the personal schedule of even a non-traditional student (e.g., adult, person working at home, or person working in business).

2. The videotapes further permit us to give maximum exposure to students of an exceptionally gifted teacher. The quality and level of excellence of each lesson is insured. The standard of performance of the prerecorded lesson is consistently high and not subject to the daily viscissitudes of a "live instructor".

The introduction of any innovative mode of instruction entails the added expense of teacher training, teaching assignments and preparation of

materials. At State University of New York at Albany we have met these challenges through a new course called Practicum in Hebrew. The teaching assistants register for this course for four credits during the semester of their teaching. In the weekly seminar, the TAs and the professor review the language fundamentals, study the language elements in depth and prepare teaching strategies and materials for the beginning learners. The TAs also provide the director of Hebrew language instruction with valuable feedback regarding the program. These advanced students are privy to reactions and impressions of fellow students which may not reach the professor directly, but are nevertheless helpful in the direction of the program. The Practicum students gain language proficiency and pedagogical skills while developing materials, "teaching" the elementary courses, and providing informal feedback to the professor - all at relatively no monetary expense to the department. The expense is in contact hours assigned to the professor in charge. This assignment may be broken down thus:

1 hour of instruction per week for 101A
1 hour of instruction per week for 101B
1 hour of instruction of the TAs in the Practicum for Hebrew.

At State University of New York at Albany one means of monitoring the program is by reading the evaluations that students fill out for each course they take. The evaluation instruments request the students' reactions to each of the several modes of instruction in the program including audiotapes, videotapes, textbooks, TAs, and Professor. These assessments are included in our constant review of the program.

Some additional areas of work in enhancing the T.V. approach to Hebrew language instruction at State University of New York at Albany are now contemplated.

1. We are exploring the possibility of self-pacing by the student and variable credit according to the number of units completed.

2. We are looking into taking the audio and videotape program to groups of learners unable to come to the campus.

3. Through our good working relationship with the Educational Communication Center we are planning to revise material in the audio and videotapes.

SESSION IV, CONTINUED

# INDIVIDUALIZED INSTRUCTION AT THE FOREIGN SERVICE INSTITUTE

*C. Cleland Harris*
*Department of State*
*Foreign Service Institute*
*1400 Key Boulevard*
*Arlington, Virginia 22209*

*Abstract*

*The Foreign Service Institute teaches approximately 40 languages. Students include dependents and employees of the U.S. Government on assignment overseas. Classes are small (1 to 6 students) and all instruction is intensive, requiring 35-40 hours per week. Levels of aptitude and experience vary widely. Many courses are offered in programmed or semi-programmed format. Materials developed by the Foreign Service Institute and available for review are listed.*

*Full Text*

The School of Language Studies of the Foreign Service Institute (U.S. Department of State) has been one of the more exciting places in which I have worked. For a language teacher it is an inspiring place: we teach at any given time around 40 languages (we have taught a total of approximately 60), providing us with the opportunity to hear and even to get involved with languages to which we would probably never have been exposed elsewhere. Since our courses are offered intensively (35-40 hours per week), I see the results of a new application or experiment within a matter of weeks without having to wait long months as in my earlier academic experience. Our classes are also very small: we have six students maximum, but most of our classes are even smaller, sometimes with only one student. Our average is about three per class, thus giving the student the chance to use and to practice the language intensively throughout the entire class day.

We are also given enough time with our students to produce an enviable, finished product. The length varies with the relative difficulty that the target language presents to the speaker of English: the "easy" languages, like German, French, Italian, Spanish, etc., are normally 20-24 weeks; "harder" languages need approximately 42 weeks; and Chinese, Japanese, and Arabic require two years of full-time study.

Our instructors are all native speakers and our program coordinators and supervisors are mostly former teachers in our American schools (public schools as well as colleges and universities) who hold advanced degrees in a field related to language teaching.

Our students come in all sizes and shapes and have only two things in common: they are adults (from 18-60 years of age), and they are either dependents or employees of the U.S. Government on assignment to duty overseas. Some are talented and experienced language learners. Others are less experienced, and some are neither talented nor experienced. To all we must adjust, and not infrequently our own talents and resourcefulness as teachers are taxed to the limit, for unlike an academic situation where we merely assign a failing grade to those who do not produce, we have to draw from all of our students some productive ability in the language that they are studying. (We don't always succeed, but we always have to try.) I personally find these latter cases to be extraordinarily interesting as well as challenging, and this is one more reason why I find my work here at FSI so gratifying.

One would think that, with such small classes, our interest in individualized instruction would be small, but it's not so. Not only have we invested much time in several courses that are programmed and semi-programmed in style, but every student---whether in a class of six or a class of three or by himself---is also an individual for whom we try to tailor our instructional program to suit both his professional and his personal needs.

The following is a list of materials developed at FSI which are in various stages of development at this time. Those marked * are already published in whole or in part:

| | Language | Author |
|---|---|---|
| | Introduction to Written Hindi | James W. Stone |
| | Introduction to Written Urdu | James W. Stone |
| * | Luganda Pretraining Program | Earl W. Stevick and Frederick Katabazi Kamoga |
| * | Introduction to Thai Phonology | Warren G. Yates (in Vol. I of Basic Course) |
| * | Reading Lao: Programmed Introduction | Warren G. Yates and Souksomboun Sayasithsena |
| * | Reading Lao: Text and Selections | Warren G. Yates and Souksomboun Sayasithsena |
| | Vietnamese: Marine Security Course | Allen Weinstein and Marianne Adams |
| * | German: a Programmed Introduction | William Van Buskirk et al. |
| * | French: Introduction to Phonology | R. Salazar and staff |
| * | Italian: (Programmed) | Stephen P. J. Zappala and staff |

* Portuguese Programmatic Course — Jack L. Ulsh and staff

* Spanish: a Programmatic Course — C. Cleland Harris and staff

(Note: if you want further information on the above or on any of the 30+ courses published by FSI, drop a line to Ms. Marianne L. Adams, M/FSI/SLS, Room 904, U.S. Department of State, Washington, D.C. 20520. List a phone number where you can be reached and at what hours; Ms. Adams may find it more efficient and convenient to talk briefly with you rather than to write a letter.)

Among the materials written in a structured, self-instructional format is a giant: Standard Chinese - A Modular Approach. This has been an ambitious project, housed in FSI, but also sponsored by various interested government agencies and the Canadian government. A good portion of this work becomes available in published form this summer through the publications office of the Defense Language Institute. A companion course, Modern Written Chinese - A New Approach, will become available next year along with the balance of the other materials. As of this writing, the available materials have been field tested by FSI, three other government agencies, and three universities. Feedback from these users has been encouraging.

SESSION IV, CONTINUED

# INDIVIDUALIZED INSTRUCTION IN A SELF-INSTRUCTIONAL CONTEXT

*William MacBain*
*Department of French and Italian*
*University of Maryland*
*College Park, Maryland 20742*

*Abstract*

*Self-instructional programs include Hungarian, Romanian, Modern Greek, Dutch, Polish, Russian, French and Swedish. Requirements of these programs are: 1) an audio-lingual manual with grammar explanations in English; 2) audio tapes; 3) native speakers (monitors) who drill students on a weekly basis; 4) an expert who serves as examiner. The student is his/her own instructor; monitors provide practice only. The program offers variable credit. Problems that may arise: attrition; drill sessions where the students' levels of skills vary widely; finding qualified monitors; locating appropriate textual materials. The final grade is determined solely by the examiner, an expert who assesses the student's performance. The examiner also advises the Director on the program (texts, performance of monitors, upholding academic standards, etc.).*

*Full Text*

In the summer of 1978, with the help of a generous pilot grant from the National Endowment for the Humanities, the University of Maryland embarked upon an experiment in language instruction. The program had two major goals.

1. To enable qualified students to acquire a speaking knowledge of certain modern foreign languages not hitherto offered on campus, and

2. To enable gifted students to proceed at a more rapid pace through the elementary stages of current language offerings, thereby giving them the opportunity of taking advanced language, literature and civilization courses at an early date.

The initial pilot program was scheduled to run for a period of fifteen months, and comprised an eight week summer session in 1978, the fall and spring semesters of 1979, and an eight week summer session in 1979. The program has met with the warm approval of students, faculty and adminis-

trators, and its continuation beyond the subsidized pilot period is now assured by the University. From an initial enrollment of 22 in four languages, the program has increased in one year to an enrollment of over 100 in eight languages. These are Hungarian, Romanian, Modern Greek, Dutch, Polish, Russian, French and Swedish.

Next fall we hope to offer Farsi and Cantonese together with most of those already mentioned. Last summer we offered Italian, in the absence of a regular Italian program, and we shall do so this summer also.

The concept of self-instruction in modern foreign languages was not invented at the University of Maryland. It is an idea which has been around for over fifteen years, and which, in its present format was propounded and developed by Dr. Peter Boyd-Bowman at Kalamazoo College and later at SUNY Buffalo. There are many self-instructional or "critical language" programs, as they are often called, in U.S. colleges and universities, particularly in the Northeast. There is also a national organization known as NASILP (National Association of Self-Instructional Language Programs), which gathers and disseminates useful information concerning such programs, and which sponsors an annual meeting at which problems in self-instruction, examining standards, et cetera, can be addressed.

The requirements of such a program are as foilows:

1. An audio-lingual manual of the target language which offers clear, simple grammar explanations in English.

2. A set of high quality magnetic tapes which include all of the foreign language material contained in the manual.

3. One or more foreign students who are native speakers of the language; who are willing and able to act as drill-masters; who speak an accepted form of the target language, and who will drill the students in the vocabulary and structures of the manual and tapes.

4. A well-qualified examiner who has first hand experience of teaching the target language at college level and in the regular classroom mode.

The program is organized along the following lines. All students seeking admission are given a package of materials describing the program, telling them what is expected of them, and informing them that high motivation and rigorous self-discipline are essential for success. The package contains an application form on which the prospective student is asked his reasons for wishing to take this course, his prior experience in foreign language study, his major discipline, his overall grade point average, etc. He is then required to present himself for a personal interview with the Director, who attempts to determine his aptitude for this kind of program.

It is necessary to repeat again and again that in a self-instructional course, the student is his own instructor, and that the foreign student who acts as drill-master or "monitor", as he is called at the University of Maryland, is there only to help him practice what he has already learned from the textbook and the accompanying tape. If the student appears to understand this, and seems sufficiently well motivated to have a good chance of success with the program, he is permitted to register.

At a general orientation meeting on the first day of the semester, the student receives the first cassette tape of the program. He receives this recorded tape in exchange for a fresh blank tape which he has brought for this purpose. The recorded tape is then his to keep, unless the copyright demands that it be erased at the end of the semester. At this meeting he will also meet for the first time with the foreign student who is to act as his drill-master, or monitor. A schedule of meeting times is drawn up in such a way as to accomodate, as far as humanly possible, both the students and the monitor. Each student is expected to attend two or three one-hour drill sessions each week, depending on the number of credits he is taking. These sessions can be scheduled during the day-time hours, in the evening or at weekends, as seems most convenient. They are informal and friendly, but serious. No more than five students are assigned to a session in order that each may have maximum opportunity to engage in the rapid-fire question and answer sequences and pattern drills. Students are expected to be fully prepared when they come to class; that is, they must have spent many hours per week outside of class studying and memorizing the dialogues in the text and tape. Failure to do so tends to make a student fall behind the others in the group. In order to minimize problems of this kind, one or more extra sessions are sometimes arranged for students who have been ill, and who have fallen behind through no fault of their own. Students who miss class frequently are encouraged to drop out. In no case are they permitted to delay the group in order to go back over a missed lesson.

The courses involved in this program are FOLA (Foreign Language) 158: Directed Study in a Modern Foreign Language I (elementary level) and FOLA 159: Directed Study in a Modern Foreign Language II (intermediate level). Each of these courses is available for variable credit. A student may sign up for as few as three or as many as six credits, thus a total of twelve semester hours is available for each of the languages offered under this rubric. Each credit corresponds to a certain number of units of the text which must be covered. A student may increase or reduce the credit level during the semester if he finds that he is making faster or slower progress than he had expected.

The largest, and in many ways the most problematic of these programs at Maryland is the one in Modern Greek, and I shall use it as a point of reference for the remainder of this presentation.

I have no knowledge of Greek, and was therefore not competent to decide on the best course materials to adopt. Fortunately, the National Association of Self-Instructional Language Programs provides member institutions with an

excellent information service through its Secretariat at Temple University. I was given the name of a well qualified Greek examiner, who advised me to use a book entitled Demotic Greek by Bien, Rassias, and Bien from Dartmouth College, and published by the New England Press. This text covers the equivalent of about nine semester hours. In order to make up the three additional hours needed to complete the program, I was advised to use the Intermediate Greek Reader by Anne Farmakides, published by McGill University's Modern Greek Development Program.

I appointed an undergraduate student recently arrived from Greece as the drill-master or "monitor" in the program. At one time I had two native speakers as monitors, but one of them proved to be somewhat less reliable and certainly less effective as an aid to the struggling students, so he was not rehired in the spring semester.

The Greek program enrolled thirty-two students this semester (spring 1979). Most of these were starting Greek from the beginning, some taking three credits, some four and others six. In addition, there was a sizeable number who had completed three, four or six credits in the fall, and who now wanted to continue for another semester.

The attrition rate in Greek has been a little above average for the program. Out of 32 students, about 25 are expected to take their final examinations next week. One reason for this attrition is that a few students of Greek parentage believe that the course will be easy for them since they already know a few words of Greek. They do not do the requisite amount of study outside of class, and are thus unprepared for the sessions with the monitor. It becomes clear as the final drop date approaches, that they will be unable to master the required number of units, and they give up entirely.

Another problem in the Greek program is that of the native speaker or semi-native speaker: the student who, although born in this country, uses Greek as the language of communication at home. In principle such students are not permitted to register for the course, but a few do get by by claiming only a very superficial acquaintance with the language. In the drill sessions their comparative fluency has a chilling effect on the other students, who are then afraid to open their mouths. We try to deal with this problem by grouping them together with similar students, while keeping the real beginners in their own special section. Those who rely only on their previously acquired expertise, often have great difficulty with the written component of the Greek exam which tests grammar comprehension.

The monitor assigns no grades. She is qualified neither to teach nor to examine. She keeps an attendance record and indicates on each class day whether a given student appears to have prepared adequately, inadequately, or extremely well. These notations have no effect on the final grade, but they are an indication to the Director that a student's progress is satisfactory, or that he may be in trouble, and that an adjustment in the credit level may be indicated. It is clearly better for a student to score a B or

a C on ten units, than to be faced with a D or an F on fifteen because he has had insufficient time to prepare the work adequately.

There are no mid-term examinations. The final examination is the basis for the entire semester's grade. During final exam week, each student undergoes an individual oral examination lasting twenty to thirty minutes. In most of our self-instructional language programs, the examiner is an expert brought in from another institution where the language is taught in a classroom setting. In Romanian, we are fortunate indeed to have the services of Rodica Botoman of Ohio State University. Our Greek examiner is a professor at a college in Pennsylvania. Our Polish examiner is Chairman of Slavic Languages at the University of Pennsylvania. The examiner serves a dual purpose. He assignes a grade to each student, but he also advises the Director on the program itself: what texts to use; how the native speaking monitor seems to be doing his job. We attempt to arrange an informal meeting between the examiner, the students and the monitor, if time permits.

The examiner is generally able to compare the performance of students in this program with those in regular classes on his home campus. In this way we can be assured that "national" standards are being maintained. Our examinations are due to be held next week. Had this conference been scheduled for two weeks hence, I could have reported the latest findings to you. We fully expect that there will be differences. The self-instructed students have little practice in writing, and are likely to be extremely slow in reproducing Greek or Russian script. We hope, on the other hand, that they acquit themselves well in oral work, since their concentration is mainly in this area. Undoubtedly, we shall need to examine several classes over a vew semesters to establish the relative value of a program of this kind, but already it is apparent that it fills a need. It appeals not only to students who have the ability and the urge to move more rapidly through the initial stages of a language than is possible in most large language classes but also to those whose work schedules are too inflexible to permit them to meet four or five days a week at 10:00 or at 2:00, or whenever the regular class is scheduled. The comparatively low cost of scheduling a drill session for two or three people during a lunch-hour, or in the evening after work, permits a wider variety of citizens to follow up their initiatives and widen their horizons by learning a new language. I am convinced that regular language programs can only profit from the parallel development of a self-instructional option. If it is well organized and well advertized, it can find and train a new audience for more advanced language and literature programs taught in more traditional modes.

SESSION IV, CONTINUED

# HEADSTART: INDIVIDUALIZED, SELF-PACED NONRESIDENT PROGRAMS OF THE DEFENSE LANGUAGE INSTITUTE

*Dave Olney*
*Defense Language Institute*
*Presidio of Monterey, California 93940*

*Abstract*

*The Defense Language Institute began developing individualized, self-paced courses in 1976. Programs include German, Portuguese, Korean, Japanese and Saudi Arabic. Spanish, French, Italian and Turkish are to be added. The programs' purpose is to acquaint American government personnel with the language and culture of the country where they will be assigned. The course may be self-instructional or instructor-managed. Materials include goals, objectives, tasks and learning steps. Testing is described. The student's success depends upon several factors: high motivation; the availability of an instructor; support of the program in the overseas post. Most students have difficulty in assuming responsibility for the rate of their own progress.*

*Full Text*

## HISTORY

The Defense Language Institute first became involved in developing individualized, self-paced courses in 1976 as a result of the concurrence of two unrelated but highly significant events. General Blanchard, commanding general of the U.S. Army in Europe, began a push to make language and cultural background training mandatory for all troops assigned to Europe. It was General Blanchard's conviction that language learning was the key to "interoperability" between the armed forces of the United States and those of other NATO countries. At about this same time, the Army training system launched a campaign to convert all instructional programs to an individualized, self-paced mode.

The first outcome of these events was the prototype Headstart (40-hour) course, the German Headstart, completed in 1976, followed closely by a Portuguese Headstart course in 1977. Commanders in other theaters soon began to learn of the programs initiated by General Blanchard, and as a result, the German and Portuguese courses were shortly followed by Headstart courses in Korean and Japanese in 1978, and a Saudi Arabic course

currently under development. Plans are also being considered to develop four more Headstart courses under contract (Spanish, French, Italian, and Turkish).[1]

GENERAL DESCRIPTION

The purpose of a Headstart course is to provide American government personnel assigned overseas with an introduction to the host nation's language and culture, and an ability to get along in everyday ("survival") situations with a minimum of culture shock.

The course is available at Army Education Centers throughout the continental United States as well as in the host nation.

The content of a Headstart course derives from a front-end analysis which determines the high-frequency or critical situations in which the individual must be able to function, albeit at a very rudimentary level, in the foreign country.

In addition to this core of modules dealing with general facets of life in the host nation, some Headstart courses include supplementary modules to meet the requirements for specific mission-related language skills, such as a Portuguese Aircraft Maintenance module and a German "distaff" module.

Headstart courses normally include approximately 20-30 hours of taped materials and are designed to be self-paced in an instructor-managed program. In the absence of an instructor, they can be used self-instructionally. Each course requires approximately 40 hours of study time, which includes about four hours of discussion of culture and behavior patterns of the host nation. No language aptitude or prior knowledge of the language is required.

Each Headstart course consists of:

1. An ADMINISTRATION MANUAL which provides a description of the course, guidance on how to order materials, and instructions for administering the course and tests.

2. An INSTRUCTOR GUIDE which provides methodological guidance for self-paced, individualized, and group-paced classroom implementation. It also contains the exercises and explanations presented only on tape and not found in the printed language modules.

---

[1] In addition, longer courses (160-240 hours) were subsequently developed in German and Korean. These programs, called Gateway courses, were designed to provide more extensive language learning for top field commanders and key civilian personnel. Unlike Headstart, however, these programs are conducted as resident courses at the DLI.

3. A STUDENT GUIDE which provides a description and outline of the course, a course map, study hints, and relevant grammar notes in nontechnical English with examples in the foreign language. Additionally, it provides guidance for self-instructional implementation.

4. Printed LANGUAGE MODULES (normally eight to ten) which are based on high-frequency or critical situations. Each module contains behavioral objectives, enabling exercises, self-evaluation quizzes, guidance for review and remediation, and a glossary. Most are illustrated with sketches or photographs depicting the situations presented in the module.

5. A CULTURE MODULE in English which provides a summary of the behavior patterns, customs, and geography of the host nation, together with general information of interest to Americans living abroad, such as currency exchange rates, procedures for making telephone calls, and opportunities for recreation and amusement.

6. A CUMULATIVE GLOSSARY which includes all vocabulary introduced in the course, both from English-foreign language and foreign language modules.

7. Dual-track CASSETTE TAPES which accompany the texts for the spoken language modules.

8. END-OF-MODULE TESTS (printed and recorded) which measure the speaking and listening comprehension skills acquired in each module. End-of-Module tests are primarily instructor-controlled instruments used in validating new Headstart courses, and become optional after the six-month field test.

9. An END-OF-COURSE TEST (printed and recorded) which is controlled by the instructor and must be passed in order for successful completion of the course to be entered on the student's official record.

ANALYSIS

Front-end analysis, already performed for German, Portuguese, Japanese, Korean, Arabic, and French Headstart courses, establishes requirements for language training in several common situations that are the basis for the content of each module: greetings and introductions, eating out, asking directions, and so on. Analysis also determines what language tasks have to be performed in a particular country, as well as the language domain required for each task.

Tentative task inventory lists have been developed which address most of the potential requirements by category. Written and verbal comments on the frequency and criticality of these tasks (and any others) are solicited from subject matter experts.[2] Once the situational content of the course is determined, the language and nonverbal elements of each situation are specified. These specifications include national concepts similar to those developed by the Council of Europe.[3]

Most of the situations, as well as the language and nonverbal task elements and subelements, can be determined at the Defense Language Institute with the assistance of subject matter experts and data available from existing Headstart programs. Correspondence, telephone conversations, and, if necessary, on-site visits serve to identify or clarify tasks or elements that cannot be determined at the DLI.

DESIGN

1. OBJECTIVES. Once the language and nonverbal tasks required in each situation have been determined, terminal objectives are written, specifying what the student is to be able to do by the end of the course. These terminal objectives for the student are actually statements of goals rather than precise behavioral objectives. For example, if one of the tasks were to get a hotel room, the terminal objective might be stated, "Get a hotel room by using the appropriate language and gestures."

Learning objectives and learning steps necessary for the mastery of these objectives are then derived from the elements and subelements specified in the analysis. These objectives include requisite cognitive and psychomotor skills, and serve as the basis for subsequent course and test development.

2. MODULES. While there are variations from one Headstart course to another, the Japanese Headstart is fairly typical. It contains the following modules:

a. Greetings and Introductions

b. Directions

c. Eating Out

d. Shopping and Repairs

---

[2]"Subject matter expert," in this context, loosely refers to an individual who currently resides in, or has recently returned from, the host nation, and who has more than a passing familiarity with the language and culture.

[3]J.A. van Ek, Systems Development in Adult Language Learning, the Threshold Level, University of Utrecht, 1975.

e. Subways and Trains

f. Taxis

g. Signs and Menus (an optional reading module)

h. Cultural Background

i. Time

j. Prices

Since modules nine and ten require the student to learn the Japanese number system, which has extensive morphophonemic variability, students are required to complete all of the other modules before attempting nine and ten. However, the first eight modules can be taken in any sequence.

Learning activities will also necessarily vary somewhat depending on the language, but fluency is generally built up through a series of mini-dialogues (three to five exchanges) in which the student first listens, then listens and repeats, and finally plays a role on his own. Whenever the student is asked to speak, an immediate confirmation follows on the tape. In the Japanese Headstart, each speaking module is comprised of:

a. Objectives

b. Vocabulary

c. Notes

d. Fluency Drills

e. Dialogues

f. Self-evaluation Quiz

g. Review and Remediation

h. Supplementary Self-evaluation Quiz

i. Additional Vocabulary

3. TESTS. End-of-Module and End-of-Course tests are divided into two parts, listening comprehension and speaking. Listening comprehension is tested with multiple choice items, consisting primarily of translations into English, with some items which offer alternate foreign language responses to the cue on tape. Speaking is tested by having the student respond to a situation described on tape with the appropriate utterance, which is thereupon evaluated by the course manager. Speaking "mastery"

for a Headstart course is defined in terms of the student's ability to communicate the intended message. (Reading, when it is included in a Headstart program, may be tested with multiple choice items, or, if reading is considered optional, not tested at all.)

Generally, cognitive or affective objectives in the cultural or nonverbal areas are implicit in the instructional materials but are not formally stated or tested. There is, for example, no End-of-Module test for the Culture module, although there may be a true-false quiz for self-evaluation purposes. Similarly, facial expressions, gestures, and body language may be taught in the course, but are not tested.

## INSIGHTS

In our experience over the last several years in designing, developing, and field testing Headstart courses, we have learned some lessons and gained some unexpected insights. In many ways, our student profile has affected the success of the courses. Most Headstart students are young military enlisted personnel who have just arrived in a foreign country. We have learned that a Headstart course, like any self-study extension course, works better when an instructor is available--not so much to instruct as to motivate. Where Headstart programs are conducted on a voluntary basis, the results are not impressive. Some self-motivated officers, enlisted personnel, and civilians complete the course with flying colors, absolutely unassisted. Generally, however, motivation wanes before all the modules have been completed.

One factor which has had considerable influence on the course completion rate is the extent to which the overseas military command supports the program. In some cases, Headstart courses are mandatory for all military personnel arriving in country. As one might expect, not all members of such an inclusive and unscreened student body may have any particular desire or ability to learn a language. Surprisingly, however, Headstart courses have been extremely successful in such cases.

One reason is that mandatory programs are generally conducted during duty hours; the recently-arrived dental technician or motor pool mechanic is excused from his normal duties to spend several hours a day learning the language. Another reason is that these command-supported programs usually provide classrooms and instructors. And perhaps there is some motivational value in the knowledge that one's government and military service consider it important to learn the language and culture of one's host country, even if on such a modest scale.

Feedback from the Japanese Headstart field test indicates that, despite considerable efforts to make the first eight modules totally independent, and despite repeated encouragement to the students to study the modules in any sequence they wished, virtually everyone studied the

modules according to the sequence of the numbers on the covers of the modules--even though the numbering was an arbitrary device to simplify matters for stock clerks in the textbook warehouse. We now wonder whether the extraordinary difficulties involved in writing independent modules was justified by the seemingly negligible benefits.

One of the most significant discoveries we have made is that the students who take our Headstart courses--and they are not, perhaps, representative of the student body elsewhere--find it difficult to adjust to a learning environment in which they are in charge. It takes a certain amount of time for a student to become accustomed to budgeting his own time and making decisions for himself that teachers have made for him in his past experience. Some adjust rather quickly and indeed thrive on the freedom such a program offers. Most adjust more slowly, and some not at all. For many, twelve years in the traditional teacher-oriented mode has left an indelible mark. Consequently, certain students make constant demands on the instructor's time simply out of insecurity and a need for social interaction.

This, we feel, is the most serious problem facing us in the development of individualized, self-paced language courses: how can we avoid depersonalizing language study, or, to put it another way, how can we make the learning of social skills a more social process? One answer would seem to be greater attention to role-playing exercises and other activities which balance self-study with a modicum of one-on-one and group interaction. How best to achieve this balance is one of the challenges we face in developing future courses at the Defense Language Institute.

SESSION V

SATURDAY, MAY 12, 1979
8:30 - 10:00

*Four panels took place simultaneously, each in a separate room.*

A. *Individualized Instruction at Small Institutions*

*Moderator:* *Arnold Joseph*
*Foreign Language Department*
*Denison University*
*Granville, Ohio 43023*

*Panelists:* *Clare B. Gray*
*Division of Communications and Fine Arts*
*North Florida Junior College*
*Madison, Florida 32340*

*Carole Deering Paul*
*Department of Modern Languages*
*Illinois Wesleyan University*
*Bloomington, Illinois 61701*

*Catherine Porter*
*State University of New York*
*Department of International Communications and Culture*
*Cortland, New York 13045*

*Clare B. Gray*

*Abstract*

*Students at North Florida Junior College have little experience with foreign language. The individualized program provides flexibility and attracts students. Major problems are overcoming students' fear of foreign language, their inexperience, and their tendency to procrastinate.*

*Full Text*

A faculty member of a small, rural community college learns early that flexibility and adaptability are perhaps as important as his degrees, professional training, and experience. Teaching in such a college can challenge one's ingenuity. It was such a challenge that led to the development of individualized foreign language instruction at North Florida Junior College, one of Florida's twenty-eight community colleges.

Our students, for the most part, come from small-county high schools with generally poor foreign language programs. Even those with some experience with Spanish have no real concept of the discipline involved in really learning a new language. Very few have had experience with French beyond a six-week "enrichment" course in the ninth grade. Whatever the

background, our students generally are afraid of foreign language study; they think foreign language study is difficult and therefore to be avoided; they are unaware of university degree requirements; they are culturally limited to a large degree by their backgrounds; they have thirty-two hours of required courses out of sixty-four hours needed for the A. A. degree, with foreign language courses elective. Often the sophomore student "wises up" and begins a language during his second year, but faces having to take his intermediate courses at his senior college. Many alumni return with, "Why didn't you make me take my foreign language at NFJC?" These are the problems we face in recruiting for our foreign language classes.

Before we individualized our foreign language programs, one of the greatest obstacles in recruiting was the "one shot" class status of elective courses. No matter how we scheduled around calculus or British literature, there was always some poor student who needed Spanish but had to take chemistry for his major. He was faced with a freshman language course at his university.

The individualized foreign language courses have in themselves become effective recruiters. The publicity given the program piques the interest of the new student - and the returning student - as emphasis on the individual is part of our basic philosophy. The word passes from student to student, and from faculty advisor to student, that a time for foreign language can be arranged to suit the individual's schedule, that the instructor isn't really a witch, that a new language can be learned, that a foreign language is needed for such-and-such a degree, that Florida is a bilingual state, that the universities are offering double majors in such diverse fields as business and social welfare. When Johnny finds that he can start first semester Spanish at the same time his girl continues second semester French, he can hardly wait to begin. And the beginning freshman is downright impressed with the Student Government president who is reading Voltaire as he learns the difference between "je suis" and "vous êtes."

Once a student has registered for a foreign language, however, the instructor has an almost larger problem - retention. This problem stems from those of recruiting, but are most closely related to the idea that foreign language study is difficult and to be avoided, and especially to the fact that a great deal of discipline is involved with learning any new skill. My colleagues and I have concluded that this lack of discipline is not necessarily inherent in the student, but is due primarily to the fact that few of our students have learned a really new skill since the third grade. Too, they have developed the habit of "cramming" before a test and have no idea that, like mathematics, a new language must be learned step-by-step and day-by-day. Some very sad things happen to those who won't accept this.

In an attempt to avoid the very basic problems, I do everything I can to put a student at ease his first few days in his foreign language class and to be absolutely sure that he understands exactly what is expected of him and what he can expect from his instructor. He is given a written course

introduction, outline, schedules, and assignments. We discuss this material in detail and teach the use of the language laboratory equipment. Every effort is made to be sure that the beginning language student understands how the program works; how the equipment works; what he is supposed to do, and when; and the consequences of falling behind.

More important, every effort is made to make the individual feel important, and every effort is made to recognize and meet the needs of the individual. For example, I had a sophomore student in beginning French this year whom I had not known and who was very quiet and not inclined to push herself. Because she was so quiet, it was several weeks before I realized she had not understood exactly how the program worked. Fortunately, we were able to straighten her out, and her work in French was excellent. Better still, she began to feel at ease with me and to talk; she asked me about our drama/speech program, and ended up starring in our dinner theater production during Term II. She is not so retiring now, - and speaks pretty good French!

On the other hand, a freshman student this term, another "quiet one," tried to do the course work "his way" with little or no outside preparation, got hopelessly behind, and even with all kinds of help and encouragement, failed the course. Too late, he told me that he was working full time and taking a full course load. Happily, this student does not blame us for his failures. He realized what had happened to him and what it will take to learn French. He intends to conquer it.

This is an example of one of the biggest pitfalls to avoid: feeling sorry for a student. In an individualized program such as ours, in a small junior college, it is very easy and necessary to develop excellent relationships with our students. But those excellent relationships can lead one to "feel sorry" for a student with problems and can lead one to let him do less than his best or fall behind because of these problems. Failing to insist on the day-to-day discipline of new language learning can lead to disaster for the student and the instructor.

These are a few of the problems of recruiting and retaining students in foreign language programs in our small rural community college. Constantly looking for fresh solutions to these basic problems, we try to respond effectively to the changing complexion of each new generation of students and to avoid the staleness of the same solutions to recurring problems.

*Carole Deering Paul*

*Abstract*

*The program at Illinois Wesleyan links the foreign language requirement with career-related materials in French, German and Spanish. Modified use is made of the Dartmouth method. Career-specific activities are offered during the third semester. Student assistants receive credit for supervising career groups. Some internships in community agencies are available. Enrollment in subsequent courses has increased.*

*Full Text*

At Illinois Wesleyan University, the Foreign Language Department is staffed by eight instructors and offers instruction in French, German, and Spanish. The University has an enrollment of approximately 1680 students; it requires three semesters of a foreign language for the B.A. degree.

Several years ago the University received a grant from the Eli Lilly Foundation whose purpose was to develop a liberal arts professional model of undergraduate education. At this time, the Foreign Language Department was revising its major requirements for the B.A. degree and seeking new directions for its basic sequence courses. The Department felt a need to make its courses more relevant to the interests of the students while continuing to maintain a commitment to humanistic values basic to the study of foreign languages.

Combined with this desire to respond in a more meaningful way to our students' needs, we recognized the fact that in recent years our society has become increasingly pluralistic. The growing numbers of native speakers of foreign languages in the United States has made our society increasingly bilingual and bicultural. A census study of the population characteristics of Chicago, a city of over three million, indicates that some ninety thousand children in this area speak a foreign language in their homes. More than ever before, ethnic communities are maintaining their languages and their traditions. The growing concern over the education rights of non-English-speaking children and the increasing number of multinational firms operating in the United States and abroad are but two examples of a period of growing cultural and linguistic awareness in this country. While many institutions have addressed themselves to bilingual training for teachers, few have dealt with the corresponding and equally important need for bilingual training in other fields. We felt that language study programs needed to shift to meet the growing need for relevancy in academic study.

Working with funds allocated by the Lilly grant, the Department began plans for integrating career-related vocabulary, readings, and cultural

activities in the basic sequence courses (101, 102, and 201). It also seemed essential that students have a solid background in grammar, reading, and other basic skills before adding the specifically career-related materials. Another concern was that the students become more proficient in aural-oral skills since they would be expected to understand and communicate effectively with native speakers of the foreign language they studied. The problem was thus not one of choosing between grammar and conversational skills but rather one of integrating all of them into a three semester basic sequence program of language instruction. It seemed obvious as well that to allow time for career-oriented activities, we had to change the pace of the first two semesters (101 and 102) without neglecting the skills we wanted the students to develop. We researched different methods of intensifying language instruction and sent out letters asking for information on career-related language courses to different universities across the country.

The most useful method we found in intensifying our courses was that developed by Dr. John Rassias at Dartmouth College and familiarly known as the "Dartmouth Method". Films of this method as well as an instruction manual are available free of charge from the Exxon Foundation. We now use a modified type of Dartmouth method in our classes. The classes are paced much more quickly than traditional classes; emphasis is placed on rapid question and answer drills as well as on constant reinforcement of correct grammatical structures. The result of this technique has been that it has enabled us to finish our basic texts in a shorter period of time. Thus during the third semester (201) we have the time to give attention to career-specific activities. After experimenting with different career-related language materials, most of the sections have their own specific text as well as supplementary materials. We received a number of excellent materials on careers and foreign languages from Dr. Toby Tamarkin at Manchester Community College in Manchester, Connecticut.

The time allowed for career related materials in 201 language courses varies from language to language. In French, students receive career materials every Friday throughout the semester; in German, these activities occur during the last eight weeks of the semester, and in Spanish, during the final eleven weeks of 201. The career groups also vary somewhat according to the target language. French has four groups:

1. Business French,
2. Education-Enrichment French,
3. Readings in the Social and Natural Sciences,
4. Drama.

German has had three groups this year:

1. Business German,
2. Scientific German,
3. Contemporary newspaper articles and short literary works.

Spanish 201 is divided into four sections:

1. Business Spanish,
2. Spanish for Medical Personnel,
3. Spanish for Social Services,
4. Drama.

Each of the 201 language classes is basically organized the same way. The classes are divided into career-interest groups in which activities are related to the future professional interests of the students involved. There is not a separate section meeting time designated; the students simply move to another classroom or to another section of the same classroom. Each 201 class has a basic grammar text and a reader accompanied by a tape program to strengthen aural-oral skills and grammatical structures. All 201 sections see a film on the applicability of foreign languages to careers, "There is a Language in Your Career," (Tamarkin-Wilkins Associates, 10 Brighton Road, West Hartford, Conn. 10117, publishers). Cultural awareness is stressed in each section; here again we use a series of cultural films developed by Tamarkin-Wilkins Associates dealing with instances of cultural misunderstandings (in France, Spain, and Germany).

We have tried as much as possible to avoid duplication of work among the different language sections. We have a number of supplementary materials that are used in common in all languages. These materials include:

1. transparencies (the overlay is simply changed according to the target language)
   a) parts of the face, body, internal organs,
   b) business office and equipment,
   c) classroom,
   d) general series of activities relating to business, medicine, and teaching;

2. slide series relating to:
   a) business dealings,
   b) treatment of patients,
   c) social services;

3. film loops (La Famille Carré series, produced by EMC, consists of a series of silent film loops, students see the films and invent the appropriate dialogue).

The transparencies, slides, and the film loops are general and can be used by the appropriate section in each of the languages. They are used to check vocabulary, to develop conversational skills, and to test.

Since each 201 class is divided into groups of three or four sections, there was a potential problem with proper supervision of each group. This problem was solved by using student assistants who are either native speakers, majors, or double majors. These students are in charge of each of the

career sections. They receive credit and a grade for their organization and handling of their section. Each assistant works closely with the master teacher and is carefully observed and monitored by him/her. We have been especially fortunate in having a number of double majors (Business-French, Business-German, Sociology-Spanish) in charge of the career sections. They also assisted in the development of the transparencies, slide packets and in gathering forms from hospitals, government and social service agencies, and businesses that are used in some of the sections.

For those students who are especially motivated the Department offers volunteer work as well as internship experiences in different community agencies that serve Spanish-speaking people (day care center, hospitals, etc.), internship experiences with German business firms, and month long travel seminars to France, Germany, and Spain.

Although the career orientation of 201 has meant increased work on the part of both students and faculty alike, it has been extremely rewarding in terms of student achievement and motivation. In all languages we have noted in the two years that this program has been in effect, an increase in the number of students taking 254, Intermediate Conversation, an elective, as well as an increase in the number of majors and double majors in foreign languages. The organization of 201 and the use of student assistants make the possibility of such career-related sections possible even at a small institution. We feel that it is an excellent option in a program of modified individualized instruction.

*Catherine Porter*

*Abstract*

*SUNY-Cortland offers semi-individualized courses as a means to accommodate the schedules of faculty and students. These courses emphasize the listening skill; they require independent work, weekly assignments and a final examination. Curricular materials and procedures are described. The instructor is responsible for grading, record-keeping and office hours. Though attrition is high, the program does permit instruction that demands less faculty time.*

*Full Text*

The State University College of Cortland, with an undergraduate population of about 5300, has maintained a two-year language requirement for the B.A., so we have fairly constant enrollments at the lower levels in the major languages offered by our staff of 12: French, Spanish and German. Our chief difficulty lies, increasingly, in attracting students to upper-level courses.

Fewer students come from high school with sufficient preparation to plunge right in; fewer are interested in literature; fewer are preparing to teach. Rather than perform radical surgery on the curriculum, we have tried to improve our enrollments by grafting on new courses--commercial language, simultaneous translation, cinema, and computer language (and we have changed our name--to Department of International Communications and Culture); but we may have overextended ourselves, because we are increasingly faced with faculty overloads. Four preparations, and thirteen or fourteen hours a term, are no longer uncommon patterns, whereas three preparations and a twelve-hour load have long been considered the norm.

Our current experiment with semi-individualized instruction in French pronunciation and listening comprehension represents an attempt to face up to the problem by adding, this time, carefully programmed courses that would require fewer faculty contact hours and thus could reasonably be assumed as an overload, while offering the students sound academic work in areas previously neglected in our curriculum. A long-overdue renovation of our language laboratory made it feasible for the first time to design courses in speech production and listening comprehension that could be taken on a truly independent basis. We have introduced four one-credit courses in these areas, at the 300 level (just above intermediate). Each one demands up to six hours a week of independent work, most of it in the laboratory; there are no class meetings, just weekly assignments and a final examination that counts heavily toward the final grade. Beyond that, each course has been organized somewhat differently. As the one in progress this quarter, called "Aural Comprehension of Colloquial French", seems to be in some ways the most successful, that is the one I shall describe in some detail.

We use a text called Vient de paraître, by Richard Martineau and Anne-Marie Girolami, published by the EMC Corporation in 1975. This British-made material features twenty dramatized dialogues structured around the founding and operation of a fictitious weekly newsmagazine in France. Each dialogue is printed in the text, followed by cultural notes and vocabulary glosses; each is also recorded on tape, followed by some two dozen true-false questions for which students have no text.

Students purchase the textbook plus a blank cassette on which to have each week's assignment recorded. In the packet of materials handed out at the beginning of the course, blank answer sheets are included, along with a copy of the answer key. Students are instructed to work through the taped material, at the rate of three dialogues a week, checking their answers as they go. After the Vient de paraître material each week, students hear three much shorter dialogues taken from a

locally-produced adaptation of Maurice Therond's Du Tac au Tac: no texts for these are given out, although the more difficult terms are glossed on handouts which also serve as answer sheets for the corresponding true-false questions, to be turned in as homework on a fixed schedule. Credit is given not in terms of the number of correct answers, although these are checked and returned, but simply for turning in the work on time. The final exam, on tape, will include randomly-selected units from Vient de paraître, some unfamiliar dialogues from Du Tac au Tac, and one or more brief narratives followed by a multiple-choice questionnaire.

Once set up, the course seems to run itself quite smoothly, with minimal intervention by the designated instructor; a few minutes of grading and bookkeeping each week, plus office hours for consultations which students haven't seemed to need. So far, so good: students are working more or less on schedule, performing with about 80% accuracy on the homework, and they report that they are enjoying the work. They claim to be learning vocabulary in context and to be picking up interesting cultural information while perceptibly stretching their listening comprehension abilities. Next time around, we will include a pre-test, to determine beginning proficiency levels; we may also, with the necessary curriculum committee approvals, offer the course in the future on a fully individualized basis, with no time limits; in this version, the final grade would depend entirely on the final exam.

Attrition has been a problem--not so much within this course (304) as after the previous course, "Aural Comprehension of Standard French" (303), for which we used Paul Pimsleur's Pont Sonore. In retrospect, it appears that that material--at least as we used it--was much more demanding, and should probably be reserved for students with more preparation. In addition, at mid-term students are conscious of increasing pressures in continuing courses; some who decided not to go ahead with 304 explained that they were overworked and simply did not need the credit. For whatever reasons, 14 students completed 303; 9 were signed up for 304, 6 actually began the work, and 5 remain. So it is clear that we have not yet found a magic formula for keeping enrollments up. The courses themselves, however, have proved their value: they fill a serious gap in the curriculum, and now that they have been set up, tested, and somewhat revised, they will in fact allow us to provide a certain amount of carefully-planned, well-monitored instruction at a fraction of the usual faculty time.

## B. *Developing Oral Proficiency in an Individualized Setting*

*Moderator:* *Robert Baker*
*Middlebury College*
*Middlebury, Vermont 05753*

*Panelists:* *Bonnie A. Beckett*
*Foreign Language Department*
*Illinois Wesleyan University*
*Bloomington, Illinois 61701*

*Guessler Normand*
*Department of Foreign Languages*
*University of Toledo*
*Toledo, Ohio 43606*

*Fabian A. Samaniego*
*Spanish Department*
*University of California*
*Davis, California*

*Bonnie A. Beckett*

*Abstract*

*The intermediate German course includes activities that combine language study with content relating to business transactions. Students invent a firm, its products and location. Assignments are prepared in writing, then serve as the basis for discussion in German.*

*Full Text*

The following conversational topics have been used successfully in German 201, Intermediate German, at Illinois Wesleyan University. German 201 is the third and final semester of the required basic sequence in foreign languages, usually taught in the Spring semester of a 4-1-4 academic calendar. The topics listed below were designed for a small group of students majoring in Business as part of the departmental commitment to the incorporation of FLASK (Foreign Language as Ancillary Skill) career units at the 201 level. These topics presuppose completion or near-completion of a basic first-year college grammar text in German.

For the second small group session, students are asked to invent a firm, list a dozen products which it sells, choose a location and founding date for its office, and decide upon the owner's name. This and all additional conversational topics are prepared first in writing. Such assignments are collected at the beginning of the conversational period as an admission ticket indicating readiness to participate in the discussion. Students display a surprising amount of creativity and initiative in their initial choice of firm and in following their business through the simplified transactions listed below.

1) Taking inventory and placing an order for new stock

2) Transferring funds to pay for the order item through a checking or post office account

3) Clarifying an error in the account at the bank

4) Making a sale to a customer

5) Formulating a customer complaint about one of the products and handling a diplomatic response

6) Advertising the products on radio or television, in magazines or newspapers

7) Conducting a business luncheon conversation to close a business deal

8) Mailing a product at the post office

9) Interviewing prospective job applicants

10) Discussing with the secretary the day's work to be done, stressing the formality of office relationships in Germany

11) Writing and verbalizing a Lebenslauf for the owner and the history of the firm

Students take turns patronizing one another's firms, making suggestions for improvements in the transactions acted out by others.

To achieve maximum results with these conversational topics, assignments should be challenging, but not too frustrating. The student's enthusiasm and creativity should be encouraged, but will lead to structural and idiomatic problems in using the languge if not guided carefully.

Students need assistance in learning career-specific vocabulary and in locating dialogues to serve as models for their conversations. Handouts or texts such as Franz Baumchen's Der Kaufmann or Hilde W. Watson's and S. McGuinn's German in the Office/Deutsch im Buro offers sources for such supplemental materials. The presence of a Duden's Bildworterbuch on reserve in the library proved both interesting and reassuring to the students when listing their products. If each student prepares a ditto with his/her firm name and list of products, all involved learn new vocabulary and feel more confident when participating in conversations involving sales, complaints, etc.

*Guessler Normand*

*Abstract*

*Students in French Conversation and Composition represent widely varying levels of ability and experience. The program at the University of Toledo accommodates different learning rates. Students are required to reach a specified level of achievement. Conversation practice is scheduled for 3 times each week, and includes work in small groups. The course is self-paced; students must complete a minimum number of credits before advancing to the next level. Tests are criterion-referenced, and are keyed to performance objectives. Out-of-class and in-class activities are described; some choice of activities is permitted.*

*Full Text*

At the University of Toledo students enrolled in conversation and composition have varied backgrounds in French, with some completing the second quarter intermediate level at the University; whereas others place directly into third year French by virtue of their scores on the MLA placement tests. Of these two groups, some students seem more audio-lingually oriented, having greater facility in listening comprehension and speaking than the other skills; other students are grammar-oriented, and are better able to read and write. There are some students who are weak in all areas. Such diversity in background, as well as in levels of competency, has resulted in problems that are not easily remedied in the traditional lock-step method of instruction. For example, conversations have tended to be one-sided, with only the same few students participating during a given class period.

A possible remedy for such situations is to ensure that all students participate and, more importantly, are given an opportunity to develop all skill areas, but especially oral proficiency since this is the major focus of the course. Accordingly, I devised a program allowing for

various learning rates, while at the same time maintaining high standards by requiring students to reach a specified minimum level of achievement. Rather than resorting to evaluative criteria usually highly subjective and frequently unclear to the student, I formulated performance objectives, each of which indicated 1) the skills emphasized, 2) what the student had to do, 3) the conditions under which it was to be done, and 4) the degree of mastery required.

The students prepare these objectives using a basic conversation text (L'art de la Conversation by Yvonne Lenard and Ralph Hester, Harper and Row, 1967), a reference grammar and workbook (L'essential de la grammaire française, 2eme edition, and Travaux Pratiques, 2eme edition by Leon Hoffman, Scribners, 1973), as well as special practice tapes available in the language lab.

Class meets three times per week for fifty minutes per period. I meet with the students as a group for a portion of each period, during which time we have conversation practice and grammar or cultural discussions. The remainder of the period is devoted to small group practice/discussion and evaluation. When a student needs help he works individually with the teacher or some other person in a tutorial manner. The student is allowed to proceed through curriculum materials at his own pace, testing only when he feels prepared. However, a minimum number of lessons have to be completed in order to proceed to the next level. For example, three lessons or sixteen objectives are required per quarter.

As for the assessment of student achievement, all tests are criterion-referenced (based on 100 points with each objective evaluated separately). For example, a student evaluated on objective one has to answer correctly, and with acceptable pronunciation and fluency, nine out of ten questions. Should he perform below the minimum acceptable level, he then works with the material again, returning for a second evaluation. He can not proceed to the next lesson until the objectives of the previous lesson have been satisfactorily completed.

The use of such objectives offers a significant advantage over the traditional approach in that it changes what is generally a teacher-centered classroom to a student-centered one. Moreover, it allows for emphasis on certain skills while not neglecting others. In this case considerable emphasis has been placed on the oral skills in keeping with the nature of the course itself. For example, out of six objectives in each lesson, four emphasize listening comprehension and/or speaking. This amounts to 16 objectives out of 24 for each course. In preparing the objectives students engage in a number of activities both in the classroom and outside of class. They are as follows:

## Out-of-Class Activities

1. Oral questions/Conversation.
   Students go to the language lab and practice answering questions recorded on tape and based on assigned reading material. They are expected to record their answers and prepare for classroom discussion from the same material.

2. Pattern Drills.
   Students go to the language lab where they practice various types of pattern drill exercises, and record their responses which are monitored by the instructor.

3. Dialogues.
   Students practice dialogues that are recorded on tape as well as written in their texts. They are expected to record their version alone or with a partner and prepare to "act out" the dialogue in the classroom, as well as answer questions on it.

4. Group Activity.
   Students have the option of devising an activity, such as a skit or interview of someone in French, which is videotaped and viewed by the class.

## Classroom Activities

1. Large Group Discussion.
   The class discusses assigned reading material and current events. This generally takes the form of questions or comments by the instructor who tries to create an informal atmosphere and stimulate interaction among students.

2. Small Group Discussion.
   In groups of two or more, students discuss current events, material found in the textbook, or information provided by the instructor. An example of the latter would be an assignment to obtain certain information from a partner, then report to the class.

3. One-to-one Activity.
   Students discuss current events or assigned reading material individually with the teacher or another student.

4. Group Activity.
   After oral discussion of assigned reading material, students are required to group according to their own choice and prepare an activity, such as a skit, which is videotaped and viewed in class. With assistance from the instructor as needed, they write the script themselves, rehearse and prepare for videotaping. Since the major objective here is to develop proficiency through simulation, students have the option of re-taping their presentations until they are satisfied.

Unlike traditional conversation classes in which all students do not actively participate all the time, in the individualized format each student must perform. Sufficient allowance is made for free conversation through group discussion, as well as individual discussions with the instructor. Moreover, while allowances are made for individual differences in aptitude and learning-rate, students have to complete a minimum number of objectives which assures a certain quantity of work, and they have to perform at a specified level which assures mastery of material.

In order to facilitate the above, I find the following especially useful:

1. large and small group activities
2. controlled as well as uncontrolled activities
3. optional activities based on students interests
4. videotaped skits written and directed by the students themselves.

*Fabián Samaniego*

*Abstract*

*Individualized instruction in elementary Spanish is offered at the University of California at Davis. The program includes required conversation sessions keyed to the textual materials. Sample topics are listed. Mastery of the textual materials is required before the student may complete the parallel conversation exercises. Oral testing procedures and sample topics are described. Aural-oral work is graded immediately and reviewed for errors.*

*Full Text*

The developing of good speaking skills has been of primary importance in the UCD Individualized Spanish Program since it was introduced four years ago. Various approaches have been experimented with, the best of which were incorporated into a major division of the individualized program which took place last summer.

Stated briefly, aural-oral skills in the UCD program are developed by:

1. requiring all beginning students to attend six conversation classes during their first two weeks in the program,

2. requiring all students to participate in a half hour conversation session for every lesson of the textbook,

3. including a heavily weighted oral part in every exam the student takes, and

4. giving the student immediate feedback upon completion of each of the above.

Conversation classes for beginning students

Before attending each of the six conversation classes, the beginning student is required to prepare for it by listening to the appropriate lesson tapes in the language lab and also to some pronunciation tapes developed at UCD. Each class begins by reviewing the pronunciation exercises to make sure that the beginning student is developing good pronunciation habits. There are usually 4 to 8 students in each conversation class. After checking pronunciation, various affective/interactive activities are carried out to check mastery of the cognitive material presented in the given lesson. The conversation classes last 20-30 minutes so that during a given hour one instructor can conduct two or three conversation classes.

Conversation session

In the Manual de Espanol 1AT, 2AT or 3AT, the course syllabus, the student is told to sign up for a conversation session upon completing each lesson. He is told to prepare for each conversation session by selecting one of three suggested topics at the end of each lesson, and be ready to participate, as directed, in his conversation group. Sample topics are:

Spanish 1AT

1. Read the LECTURA CULTURAL 1: LA ESPANA ANTIGUA, p. 82 of your textbook. Then go to the Language Lab and listen to and view the culture presentation LA ESPANA ROMANA. This slide/tape unit focuses on the occupation of Spain by the Romans. In your conversation session you will be expected to ask and answer questions about the contributions of the Romans to the Spanish culture.

2. Ask an instructor in the AT Center for a copy of the basic reader, Cara a Cara, and read the selection titled CARTAS A DONA AMELIA, pp. 9-12. In your conversation session be prepared to tell what advice you would give two of the persons writing Amelia. Be sure to first explain what problem these two individuals have.

Spanish 2AT

1. Vaya al laboratoria y vea la Presentacion Cultural: MESO-AMERICA (a slide presentation about pre-Columbian Indian cultures). Preparese para conversar con otros estudiantes e instructores sobre cualquier (any) aspecto de la combinacion Lecture/Slide Presentation. Recuerde que esta es una conversacion. Aprenda el vocabulario necesario para expresar sus ideas y presentelas de una manera informal (informally), usando el preterito y el imperfecto lo mas posible.

2. Prepare Ud. una presentacion cultural sobre LOS MAYAS. Para ello use el articulo que aparecio en el National Geographic, Vol. 148, Nº 6, December, 1975. (Los instructores en 62 Olson tienen algunas diapositivas (slides) de este articulo, por si Ud. desea usarlas.)

Spanish 3AT

1. Ud. es el profesor. Dirija una conversación de 5-8 minutos sobre cualquier (any) tema que requiera el uso del futuro. Ud. mismo elija (select) el tópico y mantenga una conversacion activa con los de su grupo.

2. Se interesa Ud. en algún país hispano en particular? Prepare un informe (report) para su grupo de conversación explicando la situación actual y la del futuro de algún país hispano.

More often than not these conversation sessions are carried out on a one to one, one to two, one to three teacher/student ratio. The conversations are conducted entirely in Spanish and the students are graded on a basis of unacceptable, good, very good or excellent. The conversation topics are carefully designed to get the student to use the specific structures and vocabulary presented in each lesson. Students always participate in conversation sessions after they have taken and passed the lesson test, with a grade of B- or better. To receive a "bien, muy bien o excelente" a student must demonstrate that his aural-oral command parallels his written mastery of the language. When a conversation is judged unacceptable the student is told in very specific terms what he did wrong and how he should prepare before attending another conversation session. All conversations judged unacceptable must be repeated.

Oral Testing

Every lesson test, including the comprehensive midcourse and final exams, have a speaking part that usually accounts for 20-25% of the possible points on the exam. While the students are taking their exams during a testing hour, the instructor goes around and gives each student his conversation topic. The students are told that they will have 5-10 minutes to organize their thoughts before the instructor begins doing the conversation with each student. Some sample oral test conversation topics are:

Spanish 1AT - Oral

1. Ask your AT instructor about his/her favorite brother, sister or cousin. Find out as much as you can about his relative, where he lives, works, looks like, etc.

2. Imagine that you are now 22 years old. You have successfully completed your university training and have just started working on the job you always wanted. Tell us about your job. What do you do? How? Where? With whom? etc.

Spanish 2AT - Oral

1. Imagine yourself a reporter for the Cal Aggie. Your current assignment is to interview (entrevistar) UCD faculty members to find out how they spend the summer. Interview your AT instructor and find out as much as possible about what he/she did during the summer - where he/she spent it, with whom, what he/she did, etc.

2. Picture Lucy advising Charlie Brown - "PSYCHIATRIST IS IN"

   a) Use 5 verbos distintos para explicar lo que Lucy aconseja a Carlitos.

   b) Use otros 6 verbos distintos para expresar los mandatos que le da Ud. a sue hermano(a) o mejor amigo(a).

Spanish 3AT - Oral

1. Supongamos que esta mañana Ud. se levantó con ganas de hacer algo muy especial para su mejor amigo(a). Cuales son algunas cosas que Ud. haría por el (o ella)? Que podría Ud. hacer para sus padres?

2. Dígale a su instructor lo que más le ha gustado del programa de Español Individualizado. También comente acerca de lo que menos le ha gustado de este programa.

The speaking part of the text lasts no more than three minutes with each student.

Grading aural-oral work

Immediately upon completion of the oral part of an exam, the conversation session or a conversation class for beginning students, students are given specific feedback regarding their aural-oral skills. On oral tests, as soon as the students finish speaking, they are graded on a scale of 0-5 in each of the following areas: grammatical accuracy, pronunciation, fluency, self-correction and communication. The instructor then tells the student how many points he will receive in each category and why. Students found to be particularly weak in any area are advised to seek help during consultation sessions or are referred to specific supplementary learning materials, such as use of UCD produced pronunciation tapes, videotapes, presentations of grammar, etc.

In the conversation sessions, as in the conversation classes for beginning students, the same type of feedback is given the student regarding grammatical accuracy, pronunciation, fluency, self-correction, and communication. Since letter grades are not assigned to the conversation sessions, the only crucial distinction that the instructor has to make is between an unacceptable conversation and an excellent conversation. The former because it must be repeated and the latter because it may affect the student's final course grade. Should a student average out between two grades, a B/B+ or B+/A-, he will receive the highest of the two grades if he has an "excelente" on one of his conversations. Otherwise, he is given the lower grade.

## C. *A Roundtable Discussion for Administrators of Individualized Programs*

*Moderator:* *John W. Shumaker*
*College of Humanities and Fine Arts*
*State University of New York at Albany*
*Albany, New York 12222*

*Panelists:* *Sue Huseman*
*Foreign Language Department*
*Illinois Wesleyan University*
*Bloomington, Illinois 61701*

*Martha M. Pereszlenyi*
*Department of Romance Languages*
*The Ohio State University*
*Columbus, Ohio 43210*

*E. Garrison Walters*
*College of Humanities*
*The Ohio State University*
*Columbus, Ohio 43210*

*Abstract*

*An informal discussion covered problems and issues specific to individualized instruction including the following: the status of individualized staff versus other faculty; additional paper work and administrative duties; planning. The costs of individualized instruction at The Ohio State University are described. To make these costs comparable to those of classroom instruction, the student-instructor ratio is adjusted.*

*Full Text*

Discussion during this session was informal, and the panelists chose not to submit papers for inclusion in this publication. The following summary presents the major issues that emerged.

The administration of individualized instruction is a broad topic. The fundamental reason for curricular innovation, whether in individualized instruction or in other areas, is to improve the quality of instruction.

Individualized instruction in French at Illinois Wesleyan is parallel to the programs in Spanish and German (see contents), and emphasizes the relevance of foreign language study to career interests and goals. Enrollment in the individualized courses has increased; the number of foreign language majors has doubled. Foreign language study has attracted many students who are neither working toward a language major nor filling a requirement, but who realize that knowing a foreign language may be valuable in a variety of fields and careers.

Because it is less familiar than the classroom approach, individualized instruction may give rise to a variety of problems. The more significant ones are indicated below:

*The person in charge of the individualized program may be seen as different from his or her colleagues, and may find that his/her stature is in some way diminished. It is of crucial importance to establish rapport with the senior faculty in the department, and to make sure that the entire department is kept informed of the goals and progress of the individualized section(s).

*Individualized instruction involves a great deal more paper work than the classroom approach. The materials are more voluminous than conventional texts, and must be well organized and easily retrieved. Records concerning students' progress and attendance are also more extensive, and require a particularly systematic approach to filing.

*Individualized instruction requires extensive and detailed planning in several areas: curriculum; record-keeping; administration; use of space and facilities. The support of the department is essential to the operation of a successful individualized program.

Individualized Instruction: Budgetary Implications. The Ohio State University's program of individualized instruction is unique in at least one respect: it has had substantial support, over a prolonged period of time, from a source external to the university, namely, The National Endowment for the Humanities. The Endowment awarded the College of Humanities a major grant to develop and implement the programs. The grant specifies that the administrative duties and the costs associated with the language programs are to be assumed by the departments as the external funds are expended. In order to assume responsibility for operating the programs, certain budgetary matters must be resolved. As this transition is taking place, administrators must ensure that the cost of individualized instruction not exceed the cost of classroom instruction.

Below are several costs and issues peculiar to individualized instruction that do not apply to the classroom.

Personnel

1. Revision of materials: When the text is changed or a new edition is published, the individualized materials must also be revised.

2. Record-keeping: It may be necessary to hire non-instructional staff to keep records and maintain the files.

3. Staff Training: A special orientation session may be required for instructors new to individualized instruction.

One-Time Costs

1. Space: Remodeling and/or adapting may be necessary.

2. Equipment: Items not usually required in the classroom include audio equipment; file cabinets; two or more instructor's desks; study carrels; partitions to divide areas for testing, listening to tapes, instruction use.

Continuing Costs

1. Maintaining equipment

2. Replacing equipment

3. Telephone

4. Paper; copying

Support Services

Maintaining tape decks in instructional space produces some duplication of facilities between the individualized centers and the Listening Center. Cooperation among administrators is essential in order to provide the proper equipment, yet avoid redundancy.

Staffing

In order for individualized instruction to be cost effective, the College of Humanities has adjusted the staffing ratio. The ratio of students to instructor is higher in the individualized program than in the classroom.

Subsidy

At The Ohio State University, subsidy is based not on the number of students enrolled, but on the number of credit hours projected as of the 14th instructional day. Since students do not drop or add hours until the 7th week of the quarter, no subsidy is lost because of those students who proceed at a slower pace.

A wide network of liaisons is necessary to make individualized instruction possible in an institutional setting which is based on assumptions that support the lock-step approach. This network is constantly being developed and expanded, in an effort to improve basic language instruction and provide students with broader learning options.

## D. *Training Teachers for Individualized Instruction*

*Moderator:* *Edward Allen*
*College of Education*
*The Ohio State University*
*Columbus, Ohio 43210*

*Panelists:* *Gerard L. Ervin*
*Coordinator of Undergraduate Foreign Language Instruction*
*College of Humanities*
*The Ohio State University*
*Columbus, Ohio 43210*

*T. Bruce Fryer*
*Department of Foreign Languages and Literature*
*University of South Carolina*
*Columbia, South Carolina 29208*

*Dale L. Lange*
*College of Education*
*University of Minnesota*
*Minneapolis, Minnesota 55455*

*Abstract*

*An informal discussion included topics relating to training and to the qualifications and characteristics of instructional personnel. A brief description was offered of the role of Teaching Associates (TAs) and the training they receive at The Ohio State University. Gerard Ervin summarized the TAs' observations of the programs. Opinions and attitudes vary, some TAs preferring the individualized approach, others the classroom. Bruce Fryer stressed the importance of competence, confidence and caring. Dale Lange outlined the qualifications of a Program Leader, and the major issues a training program should address.*

*Full Text*

Discussion during this session was informal, and the panelists chose not to submit papers for inclusion in this publication. The following summary provides an account of the principal issues the group explored.

Training: All Teaching Associates (TAs) at The Ohio State University take a methods course, offered in their respective departments. There is at present no methods course designed specifically for teaching in the individualized program. Many (but not all) TAs in the individualized program have taught in the classroom. Experience in the classroom should ideally be required of TAs in the individualized sections. It was recommended that TAs have a "shock" component, i.e., French TAs take Arabic, etc.

Role of the TA: TAs in the individualized sections have more paper work to complete. Some TAs see their role as one of processing students, making sure that they move from one activity to the next in the prescribed manner; others focus more on suggesting learning strategies.

TAs' reactions to the OSU programs: In the Spring, TAs in the individualized programs met with Professor Gerard L. Ervin, Coordinator of Foreign Language Instruction. Professor Ervin asked the TAs for their reactions to the program; while there was no clear consensus, the following observations emerged:

- Individualized instruction develops the reading skills more than the other skills.

- As it now operates, the cost per credit hour earned is higher for individualized instruction than it is for classroom. Individualized instruction requires more time on the part of instructional and administrative personnel.

- Strengths of the program: Accommodates different types of students; is self-paced; more personal help is available than in the classroom; learning is more thorough; there is more contact with the culture.

- Weaknesses: It is not always possible to devote sufficient time to each student.

- Motivation is a problem. Students who wait until the end of the quarter to do their work put themselves and other students at a disadvantage. Students in the individualized courses must be aware of the responsibility as well as the freedom that the program permits.

- Students' reactions: Some prefer the structure and deadlines of the classroom; others prefer the flexibility of the individualized program. Some find student-teacher interaction better in the classroom; some in individualized instruction.

- Several of the programs now require minimum attendance and achievement during the quarter. These requirements seem to ensure at least some effort and progress on the part of students who tend to procrastinate.

Professor Fryer suggested three qualities, outlined by Leon Lessinger, that are particularly valuable in an individualized program: competence, confidence, and caring.

Competence:

1. Knowledge of the language and of all the curricular materials;
2. Knowledge of the program's objectives and organization of the learning activities;
3. Knowledge of and experience in the culture;
4. Knowledge of varying techniques for developing the four skills;
5. Knowledge of how students acquire a second language, and the ability to help them learn from their errors.

Confidence:

1. Having positive feelings about interaction with students;
2. Being assured of a secure, supportive professional environment;
3. Sharing with colleagues and students a commitment to the program.

Caring:

1. Concern for the student as a person;
2. Concern for substantive learning and effective administration;
3. Concern for the affective factors of learning;
4. Helping the student to feel secure, creative and respected.

If the coordinator of the individualized program is to be successful, he/she will emphasize these characteristics in his/her co-workers, and strive to see that these qualities can develop.

Professor Lange offered observations on the choice of personnel, and on how to develop and implement a training program for instructors in an individualized French curriculum.

Program Leader:

This person should be a tenured faculty member with a sincere wish to be involved in the program. His/her promotion should be related to operation of the program and appropriate research. Responsibilities would include:

1. Preparing TAs and working with them throughout the year;
2. Program development and revision;
3. Accountability for the fiscal and pedagogical aspects of the program;
4. Program evaluation and research.

Training Program:

The training program should include the following areas:

1. The principles of language learning/language acquisition;
2. Individualization as a concept;
3. Curriculum design;
4. Materials development;
5. Evaluation;
6. Error analysis;
7. Personal interaction in the individualized setting;
8. Recordkeeping in the individualized program.

Implementation:

1. Select TAs or instructors in their first year, and assign them to teach in the individualized program beginning in their second or third year.

2. Provide the following experiences:

   a. Group instruction, including lecture, discussion, demonstration, micro-teaching;

   b. Observation of classroom and individualized instruction;

   c. Apprenticeship with an experienced instructor;

   d. A weekly seminar, taken for credit, to address problems relating to dealing with students and working with materials. Evaluation should also be part of this seminar.

SESSION VI

CLOSING REMARKS

SATURDAY, MAY 12, 1979
10:30

*Leon I. Twarog*

This has been a most stimulating experience for all of us, and we are very pleased that so many of you could come. As you know, we plan to publish the Proceedings in the fall of this year, and will send free copies to each of the participants. We also plan to send to you a summary of the Final Report to the National Endowment for the Humanities in January or February of 1980. Let me assure you that we are most receptive to your views and comments, because we must all work together if individualized instruction in foreign languages is to come to full fruition.

At this conference we have had an opportunity to learn about a variety of programs, and about different successful models and modes of instruction ranging from self-instructional to those which differ just slightly from the traditional classroom approach. Many other programs exist throughout the country, but no one can yet say with certainty how many there are or where they are located. In most instances individualized instruction programs are developed by enthusiastic individuals who then find that they are victims of their own exuberance and innovative instincts. Just as with the supposed boon in language laboratories, those who want to use an individualized program of instruction must create their own materials, monitor the programs, and do everthing else over and above a normal teaching load. Eventually even though the spirit is willing, the flesh is not, and some of these programs are bound to fail. It is clear that some form of communication with others in this field will be vital if we are all to learn from each other effectively. The answer may be a newsletter. We would be pleased to help with this in any way we can. We shall solicit your views on what each of you thinks should be done via a post-conference questionnaire.

Many of you have raised some very practical questions about the fate of individualized instruction when it no longer has external funding and must justify its existence on the same basis as other language programs. As George Bonham remarked at the first meeting of our Advisory Council on Individualized Instruction in Foreign Languages, in addition to enthusiasm, for a program to survive in the academic jungle it must meet the following three criteria: 1) it must be cost effective; 2) it must attract a new clientele; 3) students must really learn.

Most deans are most concerned with item 1, cost effectiveness, no matter how it is calculated. This is a very tricky item because what is cost effective for one language, let us say Arabic where costs have been high traditionally, may not be the case for Spanish where classes have generally been large, and where it would be difficult to come up with competitive costs. I am not saying that it cannot be done, but only that it requires more effort, and more creative thinking to make the proper comparisons.

Programs that cannot attract a new clientele, but which simply teach the same number of students by a new and more exciting method but at a higher cost, are also bound to be cut out of the budget. This is precisely what happened at our University with an indivualized approach to the Elementary Mathematics sequence which every student has to take. On the other hand, even a relatively small increase in Spanish enrollments, if these enrollments came from another segment of the University or from outside the University, could be viewed as cost effective in much the same way as courses in Arabic.

Indeed it may very well turn out that individualized instruction in foreign languages is generally most cost effective at the intermediate and advanced levels, at the fourth, fifth, and sixth quarter or semester levels where enrollments are generally much smaller. The MLA Task Force on the Less Commonly Taught Languages which I chaired has recommended that for some 40 languages there ought to be programs of individualized instruction through the sixth quarter or semester.

The third point raised by George Bonham requires little elucidation. If students do not learn, no program can survive in academia.

We do have some evidence that programs in individualized instruction can be cost effective, that we are attracting a new clientele, and that students really do learn languages by this method. Much more testing and evaluation need to be done before definitive answers can be given, but I believe that we can be mildly optimistic at this time.

For the immediate future I foresee at least three developments stemming from this conference: 1) another conference, probably in the fall of 1980; 2) workshops or training sessions, probably during the summer months, to begin in 1980 or 1981; 3) an information newsletter to maintain cummunication. In the weeks ahead we should all give this some thought. Please respond to the brief questionnaires that will be sent to each of you, so that we may be guided appropriately.

In the course of this conference we have been speaking of individualized instruction in foreign languages from a relatively narrow perspective and have been concerned with the very pragmatic questions of enrollments and costs. We should also think of individualized instruction in foreign languages in more philosophical terms, and to view it as an attempt to change our societal environment, that is, to change society's view of the

value of foreign languages, so that when the next Presidential Commission on Foreign Language and International Studies is appointed, there will be a much more positive view of what we all do.

I would like to close by quoting from a brief paper by S.N. Saha which appeared in the ETS International Newsletter for December of 1978, and which speaks to the role of individualized instruction.

"No educational system, much more, the learning society, can afford to neglect individualization of instruction. This is the goal which all teachers and educationists must seek, as this leads to the humanizing of the educational atmosphere, relegating to the background its dehumanized and impersonal experiences. Individualization is the release of potential in each individual learner, potential which is useful both to the learner and to the society in which he lives. The teacher should try to see that, if the pre-defined level of mastery is not achieved by the student, further instruction, perhaps, in a more functional form, may be provided and the training may be re-evaluated. The old conviction that only a few can succeed and go far and most students will not adequately learn should be challenged and the new conviction that most students can learn fairly well, given the effective and affective climate in school, offers great promise for an increased understanding of the learning process."

"We should look ahead to the creation of a learning society wherein there should always be a stress on product-criterion, that is, how much children actually learn. The biggest single variable in the teaching-learning process is a learner himself and it is the task of instruction, that is to say of the teacher, to find ways and means which enable the students to learn. It should not be forgotten that each and every failure is a personal tragedy for the individual and every effort should be made to see that this tragedy is averted. The learning society should ensure greater success among students and generate among them a new spirit of achievement motivation, positive awarness and excitement, creative thinking, interpersonal sensitivity, self-esteem and self-actualization."

Let us hope that we can all realize the goals that S.N. Saha has described.

Once again, thank you for joining us in this common venture.

Conferees from The Ohio State University
Columbus, Ohio 43210

*College of Education*
*238 Arps Hall*
*1945 North High Street*

Allen, Edward
Basile, James
Benya, Rosemarie
Blackstone, Bradley
Bulduc, Claire Elaine
Bremner, Sue
Gordon, Joan
McLane, Bruce
Stovall, Mary
Zimmer, Susan

*Classics Department*
*414 University Hall*
*230 North Oval Mall*

Babcock, Charles
Davis, Denise
Lacey, Douglas
Lenardon, Robert
Morford, Mark
Snyder, Jane

*College of Humanities*
*186 University Hall*
*230 North Oval Mall*

Curran, Michael
Haenicke, Diether
Isaac, Elizabeth
Walters, E. Garrison

*East Asian Languages and Literatures*
*278 Dieter Cunz Hall*
*1841 Millikin Road*

Ching, Eugene
Ching, Nora
Graham, William
Momoi, Katsuhiko

*German Department*
*314 Dieter Cunz Hall*
*1841 Millikin Road*

Benseler, David
Ivanick, Loring
Krumsee, Arthur
Lancaster, Susan
Nuehring, Stanley
Taylor, Heimtraut

*Judaic and Near Eastern Languages and Literatures*
*256 Dieter Cunz Hall*
*1841 Millikin Road*

Cadora, Frederic J.
Daher, Nazih
Golomb, David
Hayon, Yehiel
Sawai'e, Mohammed

*Linguistics Department*
*204 Dieter Cunz Hall*
*1841 Millikin Road*

Obermeier, Klaus

*Romance Languages*
*248 Dieter Cunz Hall*
*1841 Millikin Road*

Astier, Pierre
Bonin, Therese
Cooper, Al
Corbin, Donald
Cox, Kathleen
Evans, Tamara
Farina, Luciano
Gil, Antonio
Gloss, Teresa
Goldman, Myrna
Iglesias, Mario
Ingber, Alix

*Romance Languages (continued)*

Jankowski, Arabelle
Labarca, Angela
Larson, Donald
Levisi, Margarita
Pereszlenyi, Martha
Rachlin, Stuart
Rosbottom, Ronald
Saam, Sharron
Stewart, Janet
Wenzel, Lida
(Mansfield Campus)

*Slavic Department*
*232 Dieter Cunz Hall*
*1841 Millikin Road*

Borker, David
Boughton, Gregory
Bradley, Irina
Brzycki, Dolores
Ervin, Gerard L.
Gribbie, Charles
Kalbouss, George
Matejic, Mateja
Robinson, David
Rugaleva, Anelya
Twarog, Leon I.

## CONFEREES FROM INSTITUTIONS OTHER THAN THE OHIO STATE UNIVERSITY

Ainsa, Serge M.
Yavapai College
Prescott, Arizona 86301

Allen, Roger
Oriental Studies
University of Pennsylvania
Philadelphia, PA 19104

Anderson, Gary C.
Language Arts Division
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 92010

Andre, Elise
Department of Foreign Languages
Berea College
Berea, Kentucky 40404

Applbaum, Ronald L.
School of Humanities
California State University
1540 Bellflower
Long Beach, CA 90840

Arenas, Marco A.
Modern Language Department
Central Connecticut State College
New Britain, CT 06050

Astromoff, Olga
Department of Slavic Languages
University of California
Berkeley, CA 94720

Augerot, James
Institute for Comparative and Foreign Area Studies
University of Washington
Seattle, WA 98195

Avril, Colette
Augusta College
Augusta, GA 30904

Baker, Robert L.
Russian Department
Middlebury College
Middlebury, VT 05753

Barban, Judith Larsen
Kennesaw College
Marietta, GA 30061

Bean, Katrin T.
German Department
Vanderbilt University
Nashville, TN 37235

Beavers, Lester K.
Division of Social Sciences and Education
Potomac State College
Keyser, WV

Beckett, Bonnie A.
Foreign Languages
Illinois Wesleyan University
Bloomington, IL 61701

Bell, Sister Ann L.
Our Lady of the Lake
University of San Antonio
San Antonio, TX 78285

Benda, Frederick J.
Classical and Modern Languages
John Carroll University
University Heights, OH 44118

Benmaman, Virginia
Languages Department
College of Charleston
Charleston, SC

Bjorn, Brigitte
Communication Division
Everett Community College
801 Westmore Avenue
Everett, WA 98201

Boehler, George
Mississippi State University
Mississippi St, MS 39762

Bolen, Val
Modern Languages
Denison University
Granville, OH 43023

Bolger, Sister Helen
Division of Foreign Languages
Aquinas College
1607 Robinson Road
Grand Rapids, MI 49506

Bonham, George W.
Change Magazine
NBW Tower
New Rochelle, NY 10801

Breneiser, Violet
Department of Foreign Languages & Literatures
Old Dominion University
Norfolk, VA 23508

Brenton, Vera
Modern Foreign Languages
Vincennes University
Vincennes, IN 47591

Breslin, Margaret
Department of French and Italian
Northwestern University
Evanston, IL 60201

Brod, Richard
MLA
62 Fifth Avenue
New York, NY 10011

Brown, Ralph W. Jr.
Director of Research and Planning
Central Virginia Community College
Box 4098
Lynchburg, VA 24502

Burks, Ann T.
Pitt Community College
P.O. Drawer 7007
Highway 11, South
Greenville, NC 27834

Calvert, John C.
Foreign Languages
Clark College
Vancouver, WA 98663

Christensen, Clay Ben
Spanish Department
San Diego State University
San Diego, CA 92182

Clark, Edward P.
Department of Languages
Box 399
Moorhead State University
Moorhead, MN 56560

Coffey, Thomas F.
Department of Classics
and Modern Languages
Creighton University
Omaha, NE 68178

Colozzella, Peter
Romance Languages
SUNY at Binghamton
Bimghamton, NY 13901

Coons, Dix S.
Rhode Island College
600 Mt. Pleasant Ave.
Providence, RI 02908

Corcoran, Mary B.
Department of German
Vassar College
Poughkeepsie, NY 12601

Corre, Alan D.
Department of Hebrew
Studies
University of Wisconsin-
Milwaukee
P.O. Box 413
Milwaukee, WI 53201

Crawford, Donna
Northeast Missouri State
University
278 Baldwin Hall
Kirksville, MO 63501

Crews, Elizabeth
Rochester Community
College
Administration Building
Rochester, MN 55901

Culley, Gerald R.
Department of Languages
and Literatures
University of Delaware
Newark, DE 19711

Decker, Henry W.
Department of Literatures
and Languages
University of California
Riverside, CA 92521

Delaney, John T.
Gullaudet College
Washington, DC 20002

Derminer, Nancy E.
French Department
Limestone College
Gaffney, SC 29340

Donchenko, Adele K.
253 Elliott Hall
University of Minnesota
Minneapolis, MN 55455

Dougherty, Sister Therese
Department of Classical
and Modern Foreign
Languages
College of Notre Dame of
Maryland
Baltimore, MD 21210

Dunlop, James A.
Department of Romance
Languages
St. Olaf College
Northfield, MN 55057

Frink, Helen
Foreign Language Section
Keene State College
Keene, NH 03431

Fryer, Bruce
Department of Foreign
Languages & Literatures
University of South
Carolina
Columbia, SC 29208

Galliano, Rosa Maria
Bethune-Cookman College
Daytona Beach, FL 37015

Garcia, Alfred
College Transfer Division
Greenville Technical
College
Greenville, SC 29606

Garcia, Severo
Language Arts
Porterville College
900 South Main St.
Porterville, CA 93257

Gauthier, George
Foreign Languages
Hiram College
Hiram, Ohio 44234

Gelfand, Miriam J.
Russian Department
University of Iowa
Iowa City, IA 52242

Gidney, Charles W.
Department of Foreign
Languages
Coastal Carolina College-USC
Route 6
Conway, SC 29526

Gougher, Ronald L.
Foreign Language Department
West Chester State College
West Chester, PA 19380

Grant, Larry
403 Sproul
University of California-Davis
Davis, CA 95616

Gray, Clare B.
North Florida Junior College
Madison, FL 32340

Grossberg, Daniel
Department of Judaic Studies
SUNY at Albany
1400 Washington Avenue
Albany, NY 12222

Guenther, Marie E.
Foreign Language Department
Milwaukee Area Technical College
1015 North 6th Street
Milwaukee, WI 53211

Hackney, Henry
Department of Foreign
Languages & Literatures
Old Dominion University
Norfolk, VA 23508

Haines, Kenneth F.
Department of Modern Languages
Potomac State College
Keyser, WV 26726

Hamilton, Janet L.
Classics Department
University of Texas
at Austin
Waggener Hall 119
Austin, TX 78712

Harmon, Robert C.
German Department
Gallaudet College
Washington, DC 20002

Harris, C. Cleland
Foreign Service
Institute
1400 Key Boulevard
Arlington, VA 22209

Harvey, Frauke A.
Department of Modern
Languages
Division of German and
Russian
Baylor University
Waco, TX 76703

Haynes, Margaret F.
806 Violet Street
Baton Rouge, LA 70802

Henenberg Herron, Carolyn
Brookhaven College
3939 Valley View Lane
Farmers Branch, TX 75234

Herkstroeter, Lynn
Department of Modern
Foreign Languages
Saginaw Valley State
College
University Center, MI
48710

Heyer, Elfriede A.
Department of German
SUNY-Binghamton
Binghamton, NY 13901

Hilgar, Marie France
Department of Foreign
Languages
University of Nevada
-Las Vegas
Las Vegas, NV 89154

Hogarth, Anne-Marie
University of District
of Columbia
Washington, DC 20009

Holland, Walter F.
Wabash Valley College
2200 College Drive
Mt. Carmel, IL 62863

Huseman, Sue
Illinois Wesleyan
University
P.O. Box 2900
Bloomington, IL 61701

Huss, Dottie
1274 Independence Circle
New Philadelphia, OH
44663

Ingold, Catherine W.
Department of Romance
Languages
Gallaudet College
Washington, DC 20002

Jackson, Elizabeth R.
Department of French and
Italian Languages &
Literatures
Colleges of Arts and
Letters
San Diego State Univ.
San Diego, CA 92182

Jackson, Gordon L.
Modern Languages
Capital University
Columbus, OH 43209

Jones, Troy Mark
Foreign Language
Department
Station ACU, Box 8148
Abilene Christian
University
Abilene, TX 97601

Joseph, Arnold
Modern Languages
Denison University
Granville, OH 45023

Kennan, Patsy G.
National Cryptologic School
944 Savage Road
Ft. Meade, MD 20755

Killean, Carolyn G.
Oriental Institute
1155 East 58th
Chicago, IL 60637

Kirkley, Clarence
Language Arts Division
Gadsden State Jr. College
Gadsden, Al 35903

Kocher, Myron L.
Department of Modern
Foreign Languages
Furman University
Greenville, SC 29601

Kreiter, Robert A.
Department of Modern
Languages & Literatures
University of the Pacific
Pacific Avenue
Stockton, CA 95211

Krout, Jim
Department of Humanities
Grand Canyon College
3300 West Camelback Road
P.O. Box 11097
Phoenix, AZ 85061

Lange, Dale L.
130 B. Peik Hall
University of Minnesota
Minneapolis, MN 55455

Lay, Amado
Department of Foreign Languages
Gostavus Adolphus College
St. Peter, MN 56082

Leaver, Betty L.
Department of Slavic Languages
120 Loeffler Building
University of Pittsburgh
Pittsburgh, PA 15260

Lewis, Robert E.
German Department
University of Cincinnati
Cincinnati, OH 45221

Loud, Mary
Department of
Foreign Languages
Youngstown State
University
Youngstown, OH 44555

Loux, Karen
Spanish Department
Albright College
Reading, PA 19603

Luce, Louise F.
Department of French
and Italian
Irvin Hall
Miami University
Oxford, OH 45056

MacBain, William
French and Italian
University of Maryland
College Park, MD 20742

McKenney, Barbara L.
Department of Slavic
Languages & Literatures
SUNY-Albany
1400 Washington Avenue
HU 254
Albany, NY 12222

McNerney, Kathleen
Humanities Department
Michigan Technical
University
Houghton, MI 49931

Mendez, Jose A.
Indian Valley College
San Francisco, CA 94109

Miller, Frank J.
Department of Modern
Foreign Languages
Colby College
Waterville, ME 04901

Moreland, Floyd L.
City University
Graduate Center
Room 1012
33 West 42nd Street
New York, NY 10036

Murphy, David T.
Department of Modern
Languages
St. Louis University
221 North Grand Boulevard
St. Louis, MO 63103

Myers, Joseph E.
Department of Modern
Languages
Siena College
Loudonville, NY 12211

Mussak, Eugenie
Milwaukee Area Technical
College
1015 North 6th
Milwaukee, WI 53203

Neff, Roger
Foreign Language
Department
Otterbein College
Westerville, OH 43081

Nelson, Eileen
Brookhaven College
Dallas, TX 75234

Normand, Guessler
Department of Foreign
Languages
University of Toledo
Toledo, OH 43604

Nuhfer-Halten, Bernice M.
Department of Modern
Languages and Classics
Emory University
Atlanta, GA 30322

Olney, David
Defense Language Inst.
Foreign Language Center
ATFL-TD-CD
Presidio of Monterey,
California 93940

Ori, Virginia
Modern & Classical
Languages
University of Notre Dame
Notre Dame, IN 46614

Ory, Annebert
Southeastern Louisiana
University
University Station
Hammond, LA 70401

Oyarzun, Jane
Department of Foreign
Languages
Box 195
Hiram College
Hiram, OH 44234

Park, John
Department of Modern
Languages
Wright State University
Dayton, OH 45431

Patrikis, Peter C.
Program Specialist
Education Programs
The National Endowment
for the Humanities
806 15th NW
Washington, DC 20506

Pattee, Juan J.
515 Riverview Drive
Apt. 207
Columbus, OH 43202

Patterson, Rodney
SUNY-Albany
Albany, NY 12222

Patton, Harlan R.
Foreign Languages
College of Charleston
Charleston, SC 29401

Paul, Carole D.
Illinois Wesleyan University
P.O. Box 2900
Bloomington, IL 61701

Pavlantos, Ruth
Classics Department
Gettysburg College
Gettysburg, PA

Pearce, Ruth L.
Russian Department
Bryn Mawr College
Bryn Mawr, PA 19010

Peniche, Eduardo A.
Central Virginia Community College
Wards Road South
P.O. Box 4098
Fort Hill Station
Lynchburg, VA 24502

Pieślak, Dixie G.
Department of Modern Languages
Azusa Pacific College
Azusa, CA 91740

Piñon, Rodolfo
Foreign Language Department
Yakima Valley Community College
Yakima, WA 98902

Porter, Catherine
Department of International Communication and Culture
SUNY-Cortland
228 Old Main
Cortland, NY 13045

Price, Robert F.
Foreign Languages & Comparative Literature
University of Wisconsin
Stevens Point, WI 54481

Queyja, Michael T.
Department of Modern Languages
University of Mississippi
University, MS 38677

Reichmuth, Roland J.
Classics/Modern Languages
Creighton University
Omaha, NE 61878

Reimers, Theresia E.
Department of Modern Languages
Hollins College
Hollins College, VA 24020

Roll, Cynthia
BCU, Hillman Library
University of Pittsburgh
Pittsburgh, PA 15260

Samaniego, Fabián A.
Spanish Department
University of California
Davis, CA 95616

Sasser, Joy B.
Learning Center
Pitt Technical Institute
P.O. Drawer 7007
Greenville, NC 27834

Severs, Carol
Division of Language and Humanities
Lorain County Community College
1005 North Abbe Rd
Elyria, OH 44035

Shumaker, John W.
College of Humanities and Fine Arts
Edith O. Wallace Humanities Building 117
SUNY-Albany
Albany, NY 12222

So, May
German Department
Taylor University
Upland, IN

Solis, Ruth E.
Speech & Foreign Language
Cuyahoga Community College
Metropolitan Campus
2900 Community College Avenue
Cleveland, OH 44115

Steiner, Grundy
Classics Department
Northwestern University
Evanston, IL 60201

Stewart, H. E.
Clemson University
201 Strode Tower
Clemson, SC 29631

Straumanis, Andrejs G.
Department of German and Russian
Delta College
University Center, MI 48710

Teichert, Herman
Modern & Classical Languages
Western Michigan University
Kalamazoo, MI 49008

Thompson, Currie K.
Department of Foreign Languages
Louisiana State University
Shreveport, LA 71105

Thomson, William G.
Olivet College
Olivet, MI 49076

Thurman, Mrs. Gary
Foreign Language Department
Huntington College
Huntington, IN 46750

Tuman, Walter V.
Department of Modern Languages
Hollins College
Hollins College, VA 24020

Ulmer, Anne C.
Department of Modern Languages
Carleton College
Northfield, MN 55057

Vaught, George M.
President's Commission on Foreign Language
1832 M Street NW
Suite 837
Washington, DC 20036

Veccia, Mario A.
Foreign Language Department
Youngstown State University
Youngstown, OH 44555

Wall, Nancy Nash
Mobile College
Mobile, AL 36613

Walters, Marian
Chinese-Russian Center
Toledo Public Schools
Toledo, OH 43613

Watt, Norman
German Department
St. Olaf College
Northfield, MN 55057

Wells, Larry
Department of German
Suny-Binghamton
Binghamton, NY 13901

Wills, Minnie
Foreign Language Department
Olivet College
Kankakee, IL 60901

Woodhouse, Cristina
Department of Modern
Languages and Classics
Emory University
Atlanta, GA

Zemboy, James
Grand Rapids Junior College
143 Bostwick NE
Grand Rapids, MI 49502